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EDUCATIONAL TRAVEL: A CASE STUDY, UNIVERSITY OF ALBERTA FACULTY OF EXTENSION, 1984-1988

BY

KATHERINE MAY KALINOWSKI

A THESIS

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MASTER OF ARTS

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ABSTRACT

The phenomenon of educational travel was examined from the point of view of the Faculty of Extension at the University of Alberta. Using the concepts from a model developed by consumer researchers Feldman and Hornik (1981), four major factors (identification, values, activities, and resources) were identified to analyze both the propensity to be involved in educational travel and the type of educational travel opportunity to be provided. These four factors were applied to both the current and potential participant and one current provider of educational travel.

Educational travel was described from a tourism perspective. This novelty-seeking experience serves both as a legitimizing mechanism and a way of achieving status. It also provides insulation and integration within an unfamiliar environment. Ideally 'praxis' should be provided throughout the five stages of the educational travel experience (anticipation and planning; travel to the destination; on-site behavior; travel back; and, recollection and evaluation).

A continuum was devised to place the different types of educational opportunities available at the University of Alberta into perspective. Based on this continuum it was concluded that there is considerable potential for expansion.

Within the studied time period, 1984 to 1988, 3 units within the Faculty of Extension offered 29 successful

educational travel courses to 529 participants. Two out of three participants were female, and four out of five lived in Greater Edmonton; 15% were multiple course participants. The mean age of the 'International Tours' was 53 years and the range 14 to 84 years.

At present, the number of potential participants of educational travel in Greater Edmonton and Alberta is high. An untapped market segment exists of individuals currently 25 to 45 years of age, most likely female and employed in a professional or senior managerial occupation.

Societal trends indicate a move toward increased participation in 'development' activities, such as educational travel, during leisure time. The future tourist product will require the provision of learning activities and experiences to a better educated tourist.

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Chapter 1

Purpose, Scope and Framework

1.1 Introduction

> The World is a book and those who stay at home read only one page. St. Augustine (From Learning Vacations, Eisenberg, 1982, p.41).

Many of the world's learned citizens, since the beginning of recorded history, have recognized and endorsed travel as a means of education. Today, the reasons for travel are almost as many as the destinations: for business purposes, to attend conferences, to reach sporting or cultural events, to find rest and relaxation, for family reasons, or for purposes of study, to name only a few. Some authors have noticed a recent trend toward travel for education, while others have capitalized on this idea by either promoting or providing educational travel opportunities.

For the most part, the British are credited with instituting the 'travel as a means of education' phenomenon, although this was not exclusively a British creation (Brodsky-Porges, 1981, p. 177). Lambert (1950) states that the first book of travel to become popular in England was written by Jermone Turler (n.d.), a German who quoted the lives of Noah, Aristotle, Solomon, Julius Caesar, Columbus and others to make the point that :

> ... all that ever were of any great knowledge, learning or wisdom, since the beginning of the world until the present time, have given themselves to travel: and that there never was [a] man that performed any great thing or achieved any notable exploit unless he had travelled (p. 40).

Krippendorf (1986) maintains that, in our industrialized society, travel is growing in importance, as it occupies 40% of available free time. Mill and Morrison in The Tourism System: An Introductory Text (1985) write that "education itself can serve as the primary reason for travel" (p. 56), and many studies have identified the importance of education as a travel motivator (Crompton 1979; Calantone and Johar 1984; Dann 1981; Etzel and Woodside 1982, Goodrich 1977; and, Woodside and Jacobs, 1985). McIntosh and Goeldner in Tourism Principles, Practices and Philosophies (1986) divide basic travel motivators into four categories: 1) physical, 2) cultural, 3) interpersonal, and 4) status and prestige. Travel in the pursuit of education is classified in the final category, although it could be argued that all four categories include educational motives.

Based on a definition developed by the World Tourism Organization (W.T.O.), educational travel is a form of 'special interest tourism'. This term is defined as "specialized tourism involving group or individual tours by people who wish to develop certain interests and visit sites and places connected with a specific subject" (W.T.O., 1985, p. 3).

Cohen (1974) writes that despite the fact that there have been numerous studies of students abroad, the subject of

education and tourism has not yet been systematically researched from the touristic perspective. Although this observation was made some 15 years ago, this type of research still has not been conducted.

Martin and Mason (1987) point out that the major emphasis of present-day tourism is the provision of entertainment for the tourist. However, there exists a gradual shift toward tourism with a purpose, which is reflected by the recent expansion in learning and activity vacations (p. 114).

Others have acknowledged the growth of educational travel through observing changes in recent newspaper and magazine articles. The editors of the International Educational Travel Planner (a publication of Athabasca University) noticed, in 1985, that the travel sections of newspapers such as the New York Times, Toronto Star, La Presse and the Globe and Mail, and magazines such as Saturday Night, Esquire and the Smithsonian were filled with listings that combined education and travel. As Athabasca University is an adult education post-secondary institution, the editors thought it was appropriate to introduce this concept to their readers.

The enthusiasm over a feature article on educational travel in a 1986 issue of their magazine resulted in a decision to publish an annual supplemental periodical. The first issue of International Educational Travel Planner was printed in the Spring of 1987. The current editor indicated

in a recent television interview that in 1990 this periodical will be published in book format.

Arthur Frommer, author of several travel guide books, decided in 1988, with The New World of Travel, to reconsider the purpose of writing his books. He chose to redesign his format; he attempts to broaden the minds of the reader by informing them of economical travel opportunities which will challenge their preconceptions and views. This new book is intended to be the voice of fledgling travel organizations who have endeavoured to add content to the travel experience. One of his chapters is dedicated exclusively to educational travel opportunities, yet another sign of growth in this area. The content of Frommer's book is not substantially different from mainstream tourism. What is significant, however, is that this popular author has changed his approach to writing his guide books; a change which involves greater concern toward the tourist seeking a travel experience which is educational.

In the Trends, Statistics and Survey section of the January, 1988, issue of The Tourism Intelligence Bulletin, published by Tourism Canada, the following quote can be found which originated from The Futurist (Jan-Feb, 1988): "... according to the Smithsonian Institution, adult-education vacations are the fastest growing segment of the travel and tourism industry" (p. 1). One modern-day provider of adult educational travel is the continuing education institution. Numerous adult education institutions across Canada offer

educational travel experiences for adults who have the time and the financial means for these relatively costly events.

Selman (1984) chronicles the development of adult education and concludes that for many Canadians it has become accepted as a part of modern-day life. The first university in Canada to begin permanent extension work was Queen's, in 1889. In the early 1900s, two provincial Universities, Alberta and Saskatchewan, adopted a broad-based approach to adult education that had been pioneered by the University of Wisconsin. In 1912, the University of Alberta Department (later Faculty) of Extension began its delivery of noncredit educational services.

The interwar years saw the beginning of a conscious adult education movement in Canada with the creation of The Canadian Association of Adult Education in 1935. The community center movement of the 1950s provided an important contribution in making educational and recreational services accessible at the neighborhood level. In the 'golden' years for education in Canada, the 1960s, the demand by the public for advanced education was met by governments which had the capacity to meet this demand. The rapid growth of university continuing or adult education resulted in: organizational expansion; additional modes of delivery; and, increased number of students, services, courses and programs - to cite a few (Brooke and Morris, 1987, p. v). Emerging from this increased specialization and diversity was educational travel.

The University of Alberta Faculty of Extension has been providing educational travel opportunities for adults for over twenty years. Within the last 5 years, there has been an increase in the number of courses offered by the Faculty, but the potential for offering such courses in the future is even more significant. It is an appropriate time to investigate this matter in greater detail.

1.2 Statement of the Problem

The purpose of the study is to examine the phenomenon known as educational travel from a provider's perspective. A case study approach is used, examining educational travel from the point of view of the Faculty of Extension at the University of Alberta. The study first describes educational travel in general, including an identification and examination of related factors found in the external environment, e.g. societal, tourism, and adult education trends. An analysis is then conducted of the context and content of the educational travel opportunities offered by one specific provider, the Faculty of Extension. This analysis, together with a profile of program participants, is used to evaluate and make recommendations for the future. As education is ostensibly the prime motivator for offering these courses, the approach taken in the analysis is to investigate the importance of the 'educational' component in the organizational aspects of the courses.

Travel is believed by many to be a means of education; it is considered as being 'experiential learning'. It is from this premise that organizations such as the Faculty of Extension justify the existence of educational travel courses.

According to Feldman and Hornik (1981), the dynamics of modern life have given people the opportunity for greater choice in their leisure time and travel. In considering differences in allocation of 'free' time, these authors have identified the relevant factors which may be used to study consumer behavior. These major criteria may also be used to study the potential participant and the potential provider of leisure and travel opportunities.

The underlying framework for this study then, uses concepts from Feldman and Hornik's conceptual model. Four major factors have been identified to examine both the propensity to be involved in educational travel and the type of educational travel opportunity provided, as illustrated in Figure 1 (adapted from Feldman and Hornik 1981). These four factors can be applied to both the current and potential participant of educational travel, and the current and potential provider of educational travel. The factors are related to the following key words and questions:

- Identification (who are you?)
- Values (what are your values?)
- Activities (what do you participate in, or provide for?)

- Resources (what resources do you have?)

One must be aware that there is some overlap between these categories as they are interrelated with each other.

Based on this framework of factors which affect educational travel, one could ask questions related to the following topics:

a. the current and potential participants of educational travel

b. the type of educational travel experience desired by both current and the potential participants

c. the current and potential providers of educational travel

d. the type of educational travel experience offered by current and potential providers

The phenomenon of educational travel is examined in this thesis by using the four key words as they apply to both potential and current participants, and as they apply to one current provider, the Faculty of Extension. Specifically, the study questions or sub-problems are as follows:

1. Using the key words identification, values, activities and resources, who are the potential participants of educational travel (see a. above) in Greater Edmonton and what do they desire (see b. above)?
2. Using the key words identification, values, activities and resources, who is the Faculty of Extension (see c. above) and what educational travel experiences are they currently providing (see d. above)?

i. What were the trends in numbers and types of educational travel experiences offered by the Faculty of Extension from 1984 to 1988?

ii. What were the learning objectives of each course and were they evaluated?

iii. Where did the learning occur in the five stages of the travel experience?

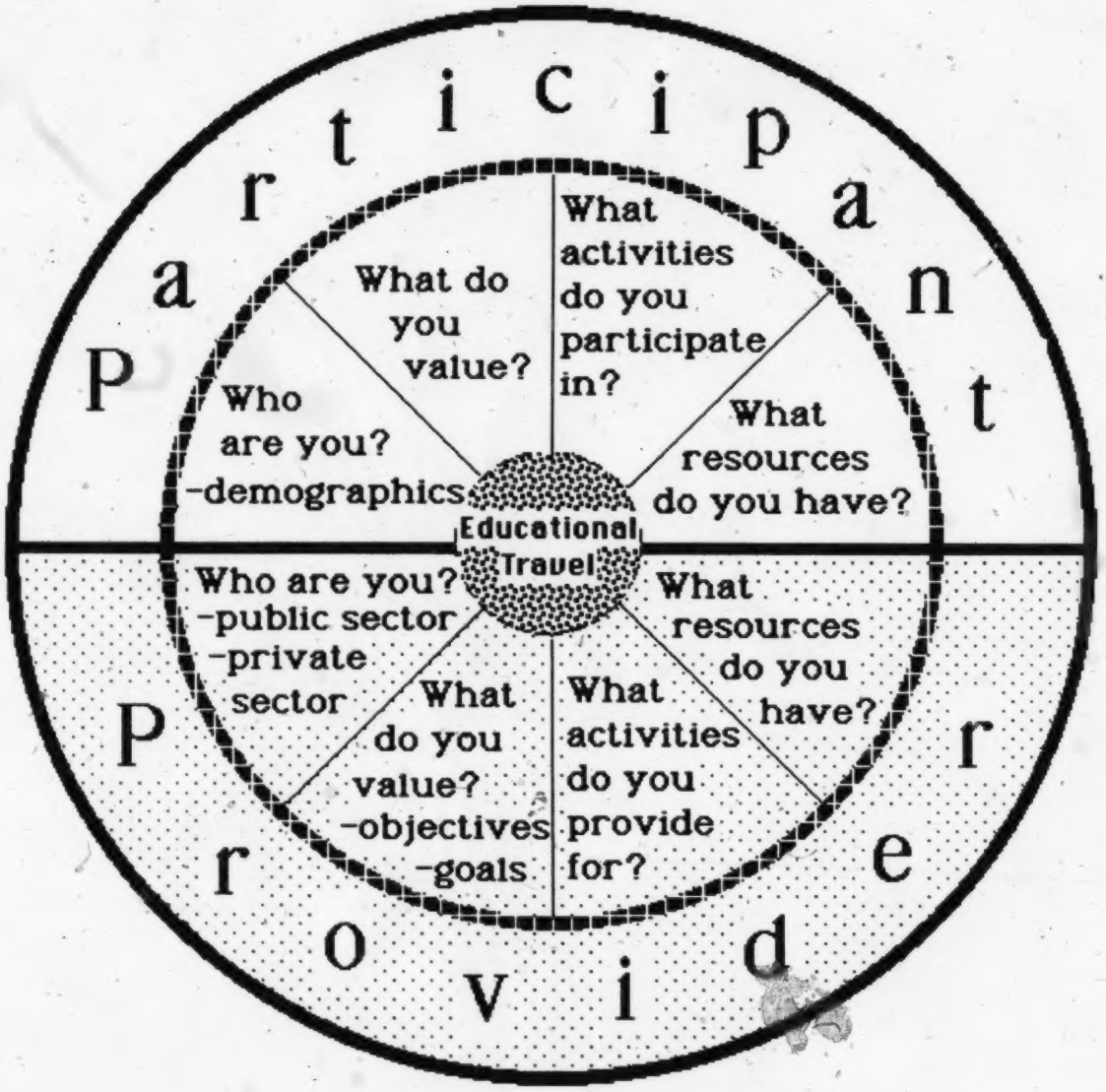
3. Related mainly to the key word identification, who are the current participants (see a. above) of the educational travel courses offered by the Faculty of Extension?

   a. What were the trends in participant characteristics from 1984 to 1988?

   b. Has the type of course offered attracted an audience with distinguishable characteristics?

These problems will be dealt with in sequential order in the chapters to follow.

Figure 1.1: Factors Which Affect Educational Travel



These factors will affect the following:

1) the propensity -
   a) of an individual to take part in educational travel
   b) of a provider to offer educational travel
2) the type of educational travel experience -
   a) desired by an individual
   b) offered by a provider

Adapted from: Feldman L.P. and J. Hornik (1981) p. 414.

1.3 Justification of the Study

The study represents a needed attempt to explain two conditions 1) the phenomenon of educational travel, in general, and 2) the significance of adult education institutions such as the Faculty of Extension at the University of Alberta in providing educational travel experiences which are unique and essential. As tourism is predicted to become the largest industry in the world in the near future, this particular educational component must be given more consideration. The present time is particularly appropriate for this study, given the contemporary significance of adult education and tourism in our society, and the confident predictions regarding their continued growth.

It is hoped that this case study of the Faculty of Extension, based on Feldman and Hornik's conceptual model, will help to identify the ways in which the various factors of both the participant and the provider contribute to the educational travel phenomenon. It will also make recommendations for the planning of future educational travel opportunities.

Finally, it is also hoped that this study will provide for further avenues of study related to travel, adults, and education.

1.4 Methodology

Research essentially is a way of thinking. It is "...a way of regarding accumulated facts so that a collection of data becomes articulate to the mind of the researcher in terms of what those data mean and what those facts say" (Leedy, 1978, p. 4). Put more simply, research is a systematic quest for undiscovered 'truth', and this search requires data. Research seeks to discover the meaning of these data. But, data are intermediate, representative and elusive; consequently they play a very important role in the plan and procedure of the research to be conducted.

The research is exploratory and descriptive in nature. It depended, to a great extent, on the cooperation of the Faculty of Extension in relation to access to existing data. The main information sources included: unit files, reports, computer data bases, and personal interviews. The 'population' studied was pre-determined by the people who had already taken a non-credit educational travel course at the Faculty of Extension University of Alberta from 1984 to 1988.

1.5 Limitations

This study was limited by the procedures and instruments which were used. As much of the data was secondary source material, the research was limited by the accessibility and availability of pertinent information. Interpretation and analysis of the documentation were limited by the abilities of the researcher and the accuracy of the information

uncovered. Since interviews were conducted, there were the usual limitations which apply to this technique, i.e., biases of the interviewer, accuracy of statements by persons interviewed, interpretation of statements, etc.

1.6 Delimitations

For the purposes of this study, the research was delimited by the following criteria. The primary emphasis of the study was to describe and interpret the circumstances related specifically to educational travel experiences at the Faculty of Extension, University of Alberta offered during the period 1984 to 1988. This particular time period was chosen for two reasons: 1) in 1984 educational travel received conscious recognition within the Faculty and, 2) documentation of educational travel prior to 1984 was sketchy. All data collection was carried out during the Spring of 1989. Only those courses which actually took place were analyzed; therefore, cancelled courses were not included. The major emphasis was on the non-credit educational travel courses. The Faculty of Extension has a division which provides extra-sessional credit course opportunities for part-time and full-time students. These students are seeking a degree, consequently the purpose for taking these courses may not necessarily be to fill their leisure time. Also, credit courses usually require the students to complete mandatory course requirements, such as a term paper or final examination, therefore, the intent of the

experience has changed. Furthermore, the concept of extension or continuing education is concerned primarily with the administration and delivery of university instruction to students who are not seeking an undergraduate or graduate degree. Therefore, the units which are part of the 'Extension General' division in the Faculty of Extension and offer the 'continuing education type' of educational travel experiences were examined in detail. These units are: Fine Arts, Science and Technology, and Liberal Studies.

1.7 Definition of Terms

Certain terms have a wide range of meanings, resulting in differences in perspective. For the purposes of this study, the following interpretations will apply.

tourism or travel: journeys outside the province of Alberta for more than a 24 hour period and less than one year.

domestic travel: journeys in which the destination is within Canada.

international travel: journeys in which the destination is outside of Canada.

educational travel course: an organized learning opportunity which may consist of both formal (contrived) and experiential (informal) learning techniques.

formal learning: learning experiences which are structured and contrived to provide learning outside of, or separate from, life experience (e.g. classroom teaching).

experiential learning: incidental learning through experience; more specifically used in the context of expanding learning opportunities through real-life experience.

adult student: a person who is no longer required to attend classes in the regular school system and has developed a level of maturity through his/her experience in life resulting in he/she being responsible for his/her own actions.

extension, adult or continuing education: any activity related to the administration and delivery of any form of university instruction to students other than students seeking a degree full-time on campus at the graduate or undergraduate level.

Faculty of Extension: unless specifically stated otherwise, this refers to the 'Extension General' division of the Faculty.

1.8 Assumptions

The premise of this thesis is based on five initial assumptions, as follows:

1. that our society values learning and that people who take part in learning opportunities are respected.
2. that people want to travel in their leisure time if given the opportunity.
3. that educational travel has only positive implications; therefore, educational travel should be provided as it produces a better society.
4. that if an individual has participated in educational travel, then learning has occurred.
5. that providers of educational travel are interested in accommodating the general public's interest as opposed to their own personal interests.

1.9 Thesis Organization

In order to place the case study of the Faculty of Extension into context, the next Chapter will begin with a review of literature as a means of describing educational travel from both a tourism and an educational perspective. Chapter 3 will describe the potential educational traveller. In Chapter 4 the current provider of educational travel, the Faculty of Extension, will be described. In Chapters 5 and 6, the educational travel program in the Faculty of Extension will be described and analyzed. The final Chapter will include recommendations for the future related to accommodating educational travel experiences.

Chapter 2

The Phenomenom of Educational Travel

2.1 Introduction

In Chapter 1 it was established that educational travel now is of sufficient significance to merit study of this phenomenon in further detail. Literature focussing specifically on educational travel is rather sparse. However, the tourism and adult education literature were reviewed in order to establish the context and set the boundaries of educational travel as a modern-day phenomenon.

2.2 Travel as Education - Historical Origins

Loschburg in A History of Travel (1979) makes reference to wandering students known as 'goliards' who first appeared in the eleventh century in France:

> These scholars were students of the rising universities, unemployed clergies and recusant priests. They travelled to Paris to meet Peter Abelard, the famous philosopher, and onwards from university to university - to Orleans, Bologna, Salerno and Toledo. (p.32).

The 17th century brought a completely new form of travel. Within this time period, whoever wanted to be "in the fashion" had to take part in a 'gentleman's' tour of Europe, or 'The Grand Tour'. Travel became a part of the education of a person of quality (Loschburg, 1979, p. 59).

The spirit of Enlightenment, in the late 18th century, saw a wider range of people leave their homes to travel, believing the motto they had written on their banners:

'sapare aude'- 'have the courage to be wise'. The Russian writer and historian, Nikolai Mikhailovich Karamzin was another who thought that travel in itself was education, giving new life to the spirit, nourishing equally the emotions and the intellect (Loschburg, 1979, p. 94).

While one could argue that the origins of organized travel go back through the centuries, organized tourism first appeared in the early 19th century. It was mainly through such factors as 1) the technological developments of railways and steamships, 2) the resultant general increase in traffic, and 3) the rise of travel agencies, that organized tourism came into being. A "class touriste", created for the middle group of travel traffic, provided a class of travellers between the two extremes of the millions of workers and the wealthy.

Thomas Cook had a 'revelation' realized on July 5, 1841, when he convinced his employer, a Temperance Society, and a county railway company that a gala-type religious fair should be held in Loughborough, England, some 12 miles from his hometown of Leicester. The advertising techniques which Cook had acquired from his previous occupations of preaching and printing, were so successful that around 2000 people were persuaded to take a train ride. There was only enough seating for 600 rally-goers who were willing to risk being burnt by sparks from the engine while sitting on open rail cars (Swinglehurst, 1982).

Four years after organizing his first successful excursion, Cook decided to start a commercial travel business. The world's first travel agency 'Cook's Tours' opened in Liverpool, England. Two factors helped Cook's thriving business: an increased competition among railways, and the growing desire among people for knowledge and leisure (Swinglehurst, 1982, p. 20).

As networks of railways and travel agencies expanded and as facilities improved, more people became mobile. Industrialization, economic prosperity and the rise of the middle-class were some important factors in late 19th century developments. Improved technology and transportation helped to bring destinations closer, to make them more accessible to the traveller (Loschburg, 1979, p. 162). Moving into the 20th century, the automobile, as Jakle (1985, p. 101) writes, opened a new world of travel experience. What had started as a recreation among the wealthy became a recreation also for the middle class.

Tourism became a legitimate branch of the general economy as the travel programs became more varied. Artists designed alluring posters of travel destinations; newspapers carried travel supplements with features and advertisements; souvenir-making became an ever-growing industry; photography took over from steel-engraving; and, travel handbooks became larger and more comprehensive. Entrepreneurs took advantage of people's ancient longings, and travel became an article for sale, with everything included. "Travel to a definite

destination took its place increasingly alongside traditional travel for education" (Loschburg, 1979, p. 164).

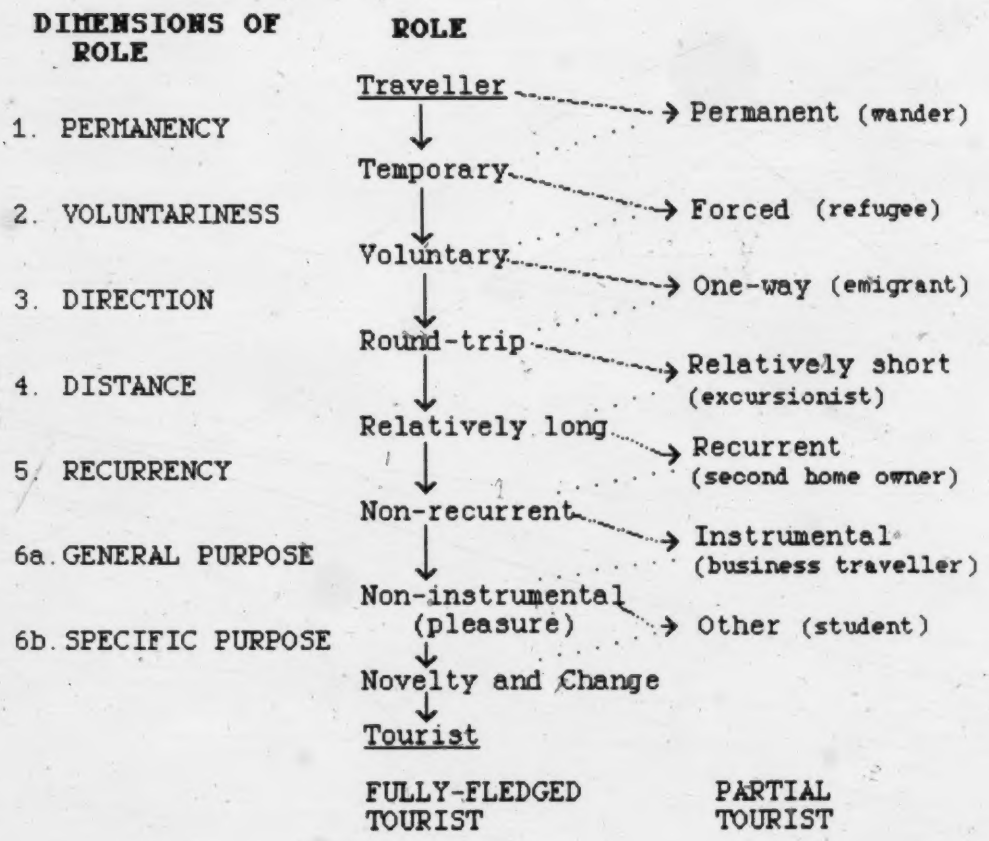
2.3 Educational Travel as a Form of Tourism

What is tourism? Mill and Morrison (1985) describe tourism as an activity that takes place when people cross a border for leisure or business and stay a minimum of 24 hours but less than one year (p. xviii). McIntosh and Goeldner (1986) define tourism as "the sum of the phenomena and relationships arising from the interaction of tourists, business supplies, host governments, and host communities in the process of attracting and hosting these tourists and visitors" (p. 4). Within this broad scope, this study focuses on educational travel, defined earlier as travel motivated by education and learning. Since the purpose of this study is to examine educational travel from a provider's perspective, it might be said the emphasis is on the supply side. However, before discussing educational travel provision and opportunities, it is important to understand the meaning of education-motivated travel and its relationship to other forms of travel. The following discussion includes: the tourist's role from a sociological perspective; the nature of the destination from an anthropoligical perspective; and finally, the tourist's experience from a psychological perspective.

Cohen (1974), a sociologist, attempts to deal systematically with the phenomenon of travel and to identify

the tourist. To clarify the 'tourist role', he isolates six dimensions which he then works into a definition. These dimensions include: permanency, voluntariness, direction, distance, recurrence and purpose. Figure 2.1 illustrates the values of each of these dimensions by which he defines the tourist's role. The branches of this 'conceptual tree' are a combination of dichotomy and continuum.

Figure 2.1: 'Conceptual Tree' for the Definition of the Tourist Role



Adapted from: Cohen, E. (1974) p. 534.

The purpose of the branches is to add structure by identifying sub-categories. Cohen believes that the tourist is a "voluntary, temporary traveller, travelling in the expectations of pleasure from the novelty and change experienced on a relatively long and non-recurrent round-trip" (p. 533). He states that these six factors distinguish the 'tourist role' from other 'traveller roles' with, however, a fair amount of fuzziness. His major concern then deals with this 'fuzzy zone' or more specifically, the "wide periphery of partial tourist roles" (p. 547).

Of particular significance to this study on educational travel is the sixth dimension of purpose of the trip. Tourism has been typically characterized as having non-instrumental purposes, with expectations of pleasure in the experience from novelty and change. This has resulted in an institutionalized expectation of the touristic experience being socially defined as pleasure. Although tourism is by no means a new phenomenon, travelling for pleasure, pure and simple, historically was not considered a fully legitimate reason for travel and even today "the suspicion still endures that travel for its own sake is an idle pleasure" (Cohen, 1974, p. 541). In the past, more legitimate purposes were sought to rationalize a journey by combining the seeking of pleasure with such things as education, culture, or health, to justify the trip.

Cohen argues that within this 'conceptual tree' (see Figure 2.1) is useful information which previous researchers

have ignored. Along the continuum of varying characteristics, there are 'fully-fledged' and 'partial' tourist roles. The partial tourist category includes groups such as conventioneers, business-travellers and participants of educational travel courses. Researchers, because of ambiguous definitions of the tourist role, have dealt only with the fully-fledged mass tourist, and disregarded the wide periphery of partial tourist roles. A good example of this understudied group are the tourists on educational travel courses. Cohen believes that if the roles within his conceptual tree were specified in more concrete terms, then there would be a possibility of more accurately mapping out the concept of tourism.

Smith (1977) an anthropologist, moves away from the role-related definition and develops a tourist typology from the destination perspective based on numbers of tourists, their goals and their adaptation to local norms. The author devises seven categories consisting of: explorer, elite, off-beat, unusual, incipient mass, mass and charter. The explorer, found in very limited numbers, is similar to the anthropologist, living as an active participant-observer among the people, fully accepting the local norms. His/her needs are easily accommodated through existing local housing, food and lifestyle. The elite tourist, rarely seen by the local inhabitants, is an individual who has been almost everywhere; this person differs from the explorer in that he/she will adapt fully to using local facilities which have

been prearranged by a travel agent. The off-beat tourist seeks either to get away from crowds or to increase the vacation excitement by doing something 'different'. This tourist type is uncommon but seen by the local people, and adapts relatively well to the host environment by 'putting up with' provided amenities. The unusual tourist is interested in looking at 'primitive' culture from the safety of a boxed lunch rather than a native feast. The individual in this tourist category is an occasional visitor who stays only for a few hours in the 'native' environment, therefore adaptation to local norms and amenities is somewhat limited. The incipient mass tourist travels in small groups, and the people of the host destination begin to see a steady flow of these tourists. This kind seeks 'popular' destinations which are secured with Western amenities and pays very little attention to local norms. The mass tourist, now a part of a continuous flow of visitors, has brought along his/her middle-class income and values to the destination, and therefore expects Western amenities. The final group, the charter tourist arrives with masses of other tourists, and because of this volume, amenities have been standardized to meet higher Western demands.

Regarding educational travel, it could be stated that the members of these tours could belong to any of the seven tourist types, but most likely to the 'elite', 'off-beat', 'unusual', or 'incipient mass' tourist categories. Of these four categories, it would seem most probable that the typical

educational travel experience would fit within the 'unusual' tourist type. The destinations of educational travel may be to places or to activities that are not normally reached by the incipient mass tourist or they may be part of the beaten track. However, the members of the educational travel tours are expecting, with the assistance of the resource person or the accompanying expert, to go to places not easily discovered; while at the same time they most likely wish to indulge in the comforts of home or western amenities and do not easily tolerate non-westernized amenities.

Using an approach which integrates leisure theory with tourism, Hamilton-Smith (1987) also developed a conceptual framework from a psychological perspective. This framework is intended to place the touristic experience into context with other human activities by considering dimensions of existential reality (based on personal experience and individual values) and environmental reality (based on opportunities and constraints imposed on the individual). Hamilton-Smith describes these dimensions in matrix form. The continuum of the existential reality dimension is defined by whether the following feelings are absent or present: 1) the experience is satisfying in itself (intrinsic motivation); 2) freedom from external constraint; 3) freedom to choose or take action; and, 4) personal involvement in or commitment to action. Therefore, at the positive end of the existential reality dimension there is a high level of feeling satisfaction, freedom, involvement, reward, or

'flow'. At the negative end of this continuum, there is an absence of positive feelings and this leads to alienation. These factors are highly subjective in nature and interconnected with an individual's position in social class and general life chances.

The major factors of the environmental reality dimension are external to the individual and most likely beyond his/her control. This continuum is defined by the following: 1) the extent and manner in which society and more specifically the individual's own cultural reference group labels specific 'work' and 'leisure'; 2) the extent to which one is obligated by external forces to complete a task, as opposed to being self-driven to complete the task; and, 3) the extent to which the rewards of one's behavior is based on external forces or extrinsic motivation as opposed to being purely for personal satisfaction.

The author continues by describing hypothetical situations that fit within the four quadrants of the matrix. In a situation that is highly positive in both dimensions, the tourist is described as being engaged in 'tourism-as-quest'. He/she is free from external constraints in selecting his/her travel plans; will find the experience chosen personally satisfying; will be aiming to attain some purpose or goal which can be identified upon completion; will have been observed by others in taking part; and, will be rewarded with increased status as a result. This individual

would resist being known as a 'tourist' and prefer being regarded as a traveller.

Hamilton-Smith places educational travel with this category, highly positive in both dimensions. He points out that there is no question that this kind of tourism grants the tourist recognition and higher status from his/her peers. The study tour package includes such things as guide service, accommodation and meals, and its value is determined by the customers on whether or not the provider of this tour delivers the quality and quantity that was promised. Therefore, based on Hamilton-Smith's description, groups organizing study tours or educational travel courses could use this description of 'tourism-as-quest' as a guideline for what their customers are seeking and what they consider as being a successful experience. Hamilton-Smith points out that an important key to achieving customer satisfaction is matching the buyer with the package being sold.

The remaining four situations described by Hamilton-Smith can be used as a basis for determining what is not sought in educational travel, consequently, the following experiences should be avoided by organizers of these courses. A tourist experience which is highly positive in the existential reality dimension only, is described as 'tourism-as-escape' or 'tourism-as-familiarity'. The experience is effortless and within a completely non-threatening environment. This type of tourism if often scorned by those

who regard themselves as travellers. It is seen as mindless and low status behavior as it has no substantive 'purpose'.

In a touristic experience which is highly positive in the environmental reality dimension only, the person involved is receiving extrinsic rewards only. An example related to educational travel would include a paid resource person, obligated to his/her job, who must complete the task, and no longer finds it personally satisfying. The final hypothetical situation falls in the matrix which is negative in both dimensions. The tourist in this quadrant would find him/herself in a state of loss of both intrinsic and extrinsic satisfaction, of total alienation to the new environment. Needless to say this type of tourist experience is not sought, but unfortunately, it can occur.

2.4 Characteristics of Educational Travel

One characteristic of educational travel is that it is motivated by more than just pleasure. For example, Cohen (1974) sees the participant of educational travel as a 'partial tourist' who uses education as a way of legitimizing travel. Travel purely for pleasure is for the 'fully-fledged' tourist. Hamilton-Smith (1987) adds that a tourist experience of 'tourism-as-quest' grants the tourist recognition and higher status from his/her peers.

Schmidt (1979) also believes that an educational guided tour serves as a legitimizing mechanism for leisure (p. 444). This is based on the premise that for certain people, certain

types of leisure activities are more socially sanctioned and more individually rewarding than are others. Therefore, for those who value educational types of leisure, the guided tour serves as a legitimate type of leisure. She adds that all guided tours may not be intellectually challenging, but the form and structure in which these activities take place are seen as credible. Furthermore, many individuals do not want to 'waste time' during their vacation, as they want to have something to 'show for it'. By stating that they were on a tour, these people provide a legitimate and succinct account for themselves and their audience of how the vacation was spent.

In addition to motivation, a second characteristic of educational travel which distinguishes it from other forms of tourism is that accompanying the tourist is a 'teacher', referred to usually as a resource person, tutor, professor, or guide. This 'tourist-teacher' relationship may exist throughout the duration of the tourist experience or for some portion. Using work by Clawson and Knetsch (1966) who describe a recreation experience as consisting of 5 distinct stages of anticipation and planning, travel to the destination, on-site behavior, travel back, and recollection (see Section 2.5), one could say that the tourist may be accompanied by the teacher through all five stages. But the crucial phase in which this relationship must be present is in the third phase of on-site behavior.

The role of the modern tour guide can be traced as far back as the Grand tour of the 17th and 18th century. Cohen (1985) writes that the modern-day tourist guide has developed from two diverse antecedents: the pathfinder and the mentor. The pathfinder's function of leader is outer-directed; the mentor's function of mediator is inner-directed. It is in the function of mediator where Cohen discusses education and the tourist. In his review of literature, according to some authors, the dissemination of correct and precise information is considered to be the main role of a guide. He is an "information giver and fount of knowledge" and a "teacher and instructor" (p. 15).

Guiding involves elements of both teaching and acting according to Holloway (1981). Holloway conducted an exploratory study on tourist guides and he found that most guides perceive the sub-role of information-giver as being their most important function. Other sub-roles include: 1) teacher or instructor; 2) motivator or initiator into the rites of the touristic experience; 3) missionary or ambassador for one's country; 4) entertainer or catalyst for the group; 5) confidant, shepherd, or ministering angel; and, 6) group leader and disciplinarian. In an effort to satisfy their customers of quest for a unique touristic experience, guides have developed a set of manipulative and dramaturgical skills. Guides are expected to disseminate a wide variety of knowledge relating to tourist sights and attractions and also relating to the whole spectrum of the host destination.

Consequently, a characteristic of professional status for guiding is the acquisition of knowledge and delivery of accurate information to their customers. Acting as a catalyst, the guide also endeavors to stimulate social interaction within the group, which is perceived as an essential component of the total touristic experience.

The 'teacher' or guide in a educational travel experience differs from a tour guide on a 'normal' tour. First, the time together will vary; a guide on a 'normal' tour is not likely to be involved in all five phases of the travel experience. A guide on a 'normal' tour is likely to spend more time as a go-between and an organizer of group events. In an educational travel experience, the 'teacher' is not usually called upon to conduct this task. There is greater potential for the 'normal' guide to engage in discourse which has been subtly transformed into an interpretation of the visited site intended to influence the tourists' impressions and attitudes. The 'normal' guide may have been instructed to impart information which the official tourist authorities consider appropriate to maintain the desired 'tourist image' of the host setting. However, the 'teacher' in the educational travel experience is more likely to be more neutral in his/her delivery of information, and not as concerned with maintaining a desirable host image.

This brings in a third important characteristic of the educational travel experience; the fact that it usually occurs in a group setting.

Schuchat (1983) examined the role of the group formed during travel. This researcher found that tours offer an environment of safety and adventure, and a sense of identity while in an unfamiliar setting. They also provide an opportunity to socialize.

Schmidt (1979) writes that a guided tour has three main functions: integration, insulation, and in-group integration. Tourists take guided tours to: save time and money; have psychological security; and, to reduce social problems between the themselves and the social environment. A guided tour is seen as an opportunity to combine adventure, novelty, escape and education in safe limits. On such a tour, tourists are both integrated into and insulated from the environment. At the same time, they are also being integrated with each other.

Like all group travel, it is important to have like-minded individuals on an educational travel program. A program that is planned and promoted as an 'educational' experience will thus bring together individuals who have similar motives and expectations.

2.5 Stages of the Educational Travel Experience

Temporal models, developed in both the recreation and education fields, can be applied to an educational travel experience.

As already stated in Section 2.4, Clawson and Knetsch (1966, p. 33) have outlined five stages of the recreation

experience: anticipation and planning, travel to the site, on-site experiences, travel back, and recollection. A recreation experience begins with a person anticipating a particular event. If the feeling from this anticipation is positive, then planning will occur and the recreational experience goes farther. The next major stage of the experience is travel to the destination, and this leads to third part of the total recreation occurrence, on-site activities and experiences. The occurences of the fourth phase, travel back, are usually different to the travel to the site. In the final stage of recollection, an evaluation of the total experience is made, and this judgement often provides the starting point for anticipation of another recreational experience.

Apps (1978, p.18), an adult educator, describes another temporal model. This model consists of a three-stage learning process: planning, carrying out, and evaluating. Essentially these broad phases include: 1) determining and identifying learning objectives; 2) completing the task decided upon; and, 3) determining if the learning objective have been met, making necessary adjustments and deciding on follow-up activities.

By placing these models side-by-side, as shown in Figure 2.2, it can be seen that they are essentially the same. Hence, these models may be combined to develop the stages of the educational travel experience which consists of: 1) anticipation and planning; 2) travel to the destination; 3)

on-site behavior; 4) travel back; and, 5) recollection and evaluation.

Figure 2.2: Stages of the Educational Travel Experience

Clawson and Knetsch (1966)	Apps (1978)	Educational Travel Experience
anticipation and planning travel to the site on-site experiences travel back recollection	planning carrying out evaluation	anticipation and planning travel to the destination on-site behavior travel back recollection and evaluation

2.6 Educational Travel as a form of Adult Education

As stated in Chapter 1, the prime motive for this particular type of tourism is education. Education can be defined as "the organized, systematic effort to foster learning, to establish the conditions, and to provide the activities through which learning can occur" (Smith, 1982, p. 37). The key word in this definition is 'learning'; the way in which it is defined, implicitly or explicitly, will determine the type of educational travel experience to be supplied. Kulich (1987) distinguishes between learning and education. Learning is a natural process, occurring throughout life and mostly incidental. Education, however, is a conscious, planned, sequential and systematic process, based on defined learning objectives and using specific learning procedures (p. 171).

Kidd (1973, p. 23) writes that there is no answer to 'what is learning', but learning can be observed, noted and

characterized, and the steps and effects can be described. There is debate, according to Smith (1982, p. 34) between psychologists and educators on what exactly is human learning. Nevertheless, there is general agreement that it is a very complex process that involves the emotions, the mind, and the total self. Smith continues that it has been suggested that the term 'learning' eludes universal definition, as it is used to describe a product, a process, or a function. When used to describe a product, the emphasis is on the outcome of the learning experience. When used to describe a process, an attempt is made to clarify what happens when the learning experience takes place. When used to describe a function, the emphasis is on certain organized steps and intentional aspects believed to assist the production of learning.

In the first definition, learning as a product, the focus is on the end; in the second and third definitions, learning as a process or function, the focus is on the means to an end. The type of definition used will affect an educational travel experience to be provided. If learning is defined as an end, then the focus of the experience will be on the facilitation of the acquisition or mastery of what is already known about something; e.g. a trip to a marine biology station to study marine life. If learning is defined as a means to an end, the focus of the experience is to promote the extension and clarification of meanings for each

individual involved; e.g. a trip to an ancient monument after a period of indirect study using books and slides.

Since adult learners have accumulated many life experiences resulting in distinct preferences for types of learning situations, certain individuals will be attracted to educational travel intended to be an end, while others will be attracted to educational travel intended to be a means to an end.

Adult learners have distinct characteristics which Brookfield (1986) summaries as follows:

> Adults learn throughout their lives, with the negotiations of the transitional stages in the life-span being the immediate causes and motives for much of this learning. They exhibit diverse learning styles - strategies for coding information, cognitive procedures, mental sets - and learn in different ways, at different times, for different purposes. As a rule, however, they like their learning activities to be problem centered and to be meaningful to their life situation, and they want the learning outcomes to have some immediacy of application. The past experiences of adults affect their current learning, sometimes serving as an enhancement, sometimes as a hindrance. Effective learning is also linked to the adult's subscription to a self-concept of himself or herself as a learner. Finally, adults exhibit a tendency toward self-directedness in their learning (p. 31).

Within each definition of learning described, the commonality is that there is <u>newness</u>; something that did not exist or was not previously retained has be grasped (Smith, 1982, p.35).

To recap, Cohen (1974) points out that tourism is typically characterized as having expectations of pleasure from novelty and change. The unifying feature here regarding learning and tourism is this concept of newness or novelty;

perhaps this is the basis from which famous writers such as St. Augustine and Karamzin deduced that travel should be equated with learning, simply because it involved experiences that were unfamiliar to the person.

Brookfield (1986) writes on the facilitation of adult learning and presents principles to be considered in provision of effective learning. Related to educational travel, the following principles apply: 1) voluntary participation, 2) mutual respect, 3) action and reflection, and 4) critical reaction. These four principles are discussed in greater detail in the following paragraphs.

Adults engage in learning voluntarily; hence, there is no need, by the facilitator, to spend a great deal of time and energy dealing with defiance or opposition. Because motivations are high, the facilitator must also be encouraged to use an equally high degree of effort and ingenuity in designing and teaching the educational experience. This also means that such participants can easily withdraw if they feel that the activity does not meet their needs or is conducted at an incomprehensible manner.

Participants should be made to feel that they are valued as individuals deserving respect. A relationship should be developed where adults can frequently challenge educators and fellow learners, so as to develop critical thinking. It is the facilitator's responsibility to set a climate for learning and "to assist in the development of a group culture in which adults can feel free to challenge one another and

can feel comfortable with being challenged" (Brookfield, 1986, p. 14).

At the heart of effective facilitation is 'praxis', a process in which the educator and learners are continuously engaged in an alternating process of exploration, followed by action based on this exploration, followed by reflection on this action, followed by further exploration, and so on. In activities which require the learning of a skill, praxis is easily observable. In activities concerned with changing of attitudes or consciousness, praxis is less observable.

Education must be distinguished from training. In training, a set of clearly identified skills are transmitted which learners are required to assimilate. In education, learners are encouraged to examine the underlying assumptions of the skills that are acquired, to consider other purposes, and develop a critically aware mind set. One must remember, however, that learning occurs in both instances.

How do these principles affect educational travel? They imply that educational travel must be of high quality, and that providers must expend a great deal of effort and creativity in facilitating learning. In the educational travel experience, there must be an appropriate group climate; participants need to know each other and their facilitator enough to feel comfortable. In an educational travel course, where members are spending many hours per day for many days together, mutual respect is critical. Most importantly, provision must be made for praxis. This

continuous cycle of exploration, action, and reflection reinforces the need for provision of learning throughout the entire educational travel experience as described in section 2.5. In other words, an optimal learning experience includes facilitation of praxis in all of the five stages of: anticipation and planning; travel to the destination; on-site behavior; travel back; and, recollection and evaluation.

Hence, these principles may be used as a guide for continuing education providers who are determined to distinguish their educational travel opportunities from other providers. Continuing education providers have a greater potential of supplying the 'ultimate' learning experience.

2.7 Summary

Based on the literature reviewed, a description can be made of educational travel from the perspective of tourism. Educational travel, also referred to as study tours, learning vacations, study-visits or travel-study, is a form of 'partial tourism'. The overall purpose is more likely to be non-instrumental as opposed to instrumental. The experience is personally satisfying and is chosen by the individually freely. It serves as a legitimizing mechanism for leisure away from home within a society which values the protestant work ethic. It is 'tourism-as-quest' or a novelty-seeking experience which enjoys the curiosities of primitive cultures from the safety of Western-type amenities.

Educational travel experiences are more appealing to some people than typical mass tourist experiences. The type of educational experience to be supplied will depend on how the provider defines learning. Mass tourism development may have led to a decline in learning opportunities, as it has 'institutionalized' the travel experience and 'homogenized' the destinations (Andressen, 1987, p. 2). Certain people are attracted to educational travel experiences because some providers claim the participant is not a 'tourist' but rather a 'special guest':

> We provide a penetrating view of the world... Enrich your understanding and awaken the sense of wonder and excitement you felt as a child ... Our remarkable secret is to be found in the rare insider's experience we grant you (Storro-Patterson and LeValley, 1988, p. 1).

There are five stages to the educational travel experience: anticipation and planning; travel to the destination; on-site behavior; travel back; and, recollection and evaluation.

Educational travel occurs most often in a group setting, in which there is insulation and integration with the surrounding environment. Being in a group gives the individual members a sense of identity within an unfamiliar setting; and, to enhance the learning experience it should be comprised of people with similar interests. Educational travel requires a 'teacher-tourist' relationship during the on-site phase of the experience. However, this 'teacher', referred to more commonly as resource person, guide, or

expert, may be present during all of the five stages of the tourist experience. The main role of the 'teacher' is to organize the learning activities and to disseminate precise and accurate information.

The concept of education is clearly the concept of a certain type of organized purposive activity (Paterson, 1979, p. 15). The objective of educational travel is to attain some goal which is determined by the participant prior to leaving (during the anticipation and planning phase) and can be identified upon completion of the trip (during the evaluation and recollection phase). The ultimate goal of educational travel, based on Paterson's ideas is to enable individuals "to <u>be</u>", to manifest in themselves a higher quality of life; or, in short, to bring greater fullness of being to the participants. Educational travel is intrinsically judged by some as being comprised of <u>desirable</u> and <u>useful</u> extrinsic qualities. Consequently, those that return from an educational travel experience will be rewarded with increased status.

Facilitators of educational travel must consider the following principles for effective practice: 1) voluntary participation, 2) mutual respect, 3) action and reflection, and 4) critical reaction. The experience must be of high quality, with an appropriate group climate. Provision must be made for praxis, ideally through all of the five stages of the educational travel experience. In an ideal educational

travel opportunity the learner has acquired a frame of mind with which he/she can react critically.

Chapter 3

The Potential Participant

3.1 Introduction

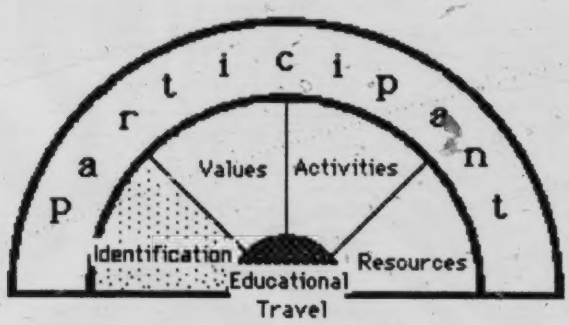
In Chapter 1 a framework was developed in which to examine the potential participants of educational travel. For the purposes of this case study of the Faculty of Extension at the University of Alberta, a potential participant will be delimited, both present and future, by those having the propensity to enrol in Faculty of Extension programs. This implies the following:

1. the individual is an adult of at least 20 years of age.
2. the individual is living in Canada, likely Alberta, most likely in Greater Edmonton.
3. the individual values participation in education and travel during his/her leisure time.
4. the individual possesses a desire to take an educational course; as people with higher education have a greater propensity to take an educational course, only those who have taken at least some post-secondary education will be included.
5. the individual has the financial means; as educational travel tends to be expensive, only those who are in a household in which the annual income is at least $30,000 will be included.

With these boundaries, the following is a description of the attributes of potential participants using the four factors

identified in Figure 1.1: a) identification, b) values, c) activities, and d) resources.

3.2 Identification (Demographics)



The current demographic characteristics of the population in Alberta and Greater Edmonton are the most basic level of data for determining the propensity to participate in educational travel. The following discussion is intended to highlight current and emerging demographics in the area.

Based on the most recent data available, a census taken in 1986 by Statistics Canada (1988C) approximately 10% of Canada's population lives in Alberta (see Table 2.1). About 33% of Alberta's population lives in Greater Edmonton; and, 25% of Alberta's population lives in the city of Edmonton. From 1981 to 1986, Alberta and Greater Edmonton each experienced a 6% growth in population.

Table 3.2 shows that in 1986 46% of the population of Greater Edmonton were between 20 and 44 years of age, and 24% of the adult population were 45 years or older. There is a relatively equal proportion of women and men in each age

category, with the exception of the 75 and over age group; in this age group for every 2 males there are 3 females (see Table 3.3).

Table 3.1: Population Summary - 1986

Location	Population
Canada	25,309,330
Alberta	2,365,865
Greater Edmonton	785,465
City of Edmonton	573,980

Sources: Statistics Canada (1988C) and (1988E)

Table 3.2: Adult Population by Age and Gender for Greater Edmonton - 1986

Age	Male	Female	Total	% of total pop (785,485)
20-24	38,735	40,355	79,090	10%
25-34	83,660	81,220	164,880	21%
35-44	56,985	55,390	112,375	15%
45-54	37,545	36,025	73,570	9%
55-64	28,955	29,390	58,345	7%
65-74	15,735	19,660	35,395	5%
75 +	8,505	13,580	22,085	3%
Total	270,120	275,620	545,740	70%

Source: Statistics Canada (1988E)

Table 3.3: Percentage of Adult Population by Gender in Greater Edmonton - 1986

Age	% Male	% Female
20-24	49	51
25-34	51	49
35-44	51	49
45-54	51	49
55-64	51	49
65-74	50	50
75- +	39	61

Source: Statistics Canada (1988E)

Fay et al. (1987) write that the population's mortality and morbidity patterns will change in the future, affecting both how long people are able to work and how long they will live. National population projections prepared by Statistics Canada (1985), predict that over the next few decades there will be: 1) a slow down in growth by 2006, followed by a population decline for a few years later; 2) a confirmation of the aging process which began a few years previous; and, 3) little change in the overall distribution of population among the territories and provinces. Canada's population will increase to 28 million by 2006, then begin to decline so that by 2031, the population size will return to its 1992 level of approximately 27 million (p. 43).

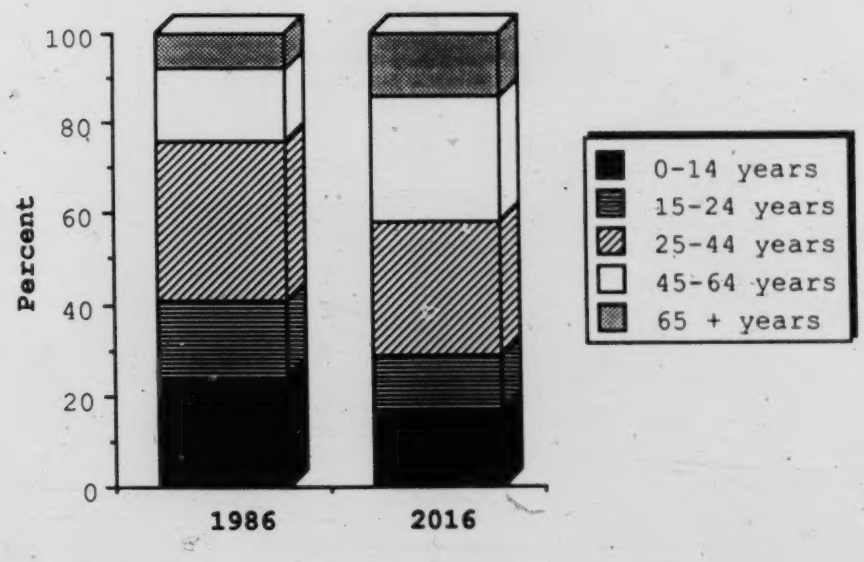
Canadian society will be substantially different from what it is at present. In 1983 the median age was 30 years; by 2006 this will rise to 41 years, and by 2031 it will rise even higher to 48 years (Statistics Canada, 1985, p. 48). It is also speculated that there will be a slightly smaller imbalance between the sexes among the elderly: in 2006, for every 100 women over 65 years of age, there will be only 76 men (the ratio in 1983 was 74 men to 100 women). The existence of an aging population seems inevitable; "every facet of society will be affected - consumption, savings and investment, leisure, housing and social programs, to name a few of the most obvious impact areas" (p. 50).

With respect to demographic changes in Alberta, The Alberta Bureau of Statistics (1988) calculated that the

median age of Albertans in 1986 was 29 years, with 25% of the total population being 45 years or older (p. 7). By 2016, years or older. Figure 3.1 illustrates the change in age distribution from 1986 to 2016.

With respect to the city of Edmonton, the Planning Division (1984) predicts the city's population will increase modestly to 682,000 by 2001; however, the population distribution by age and gender will change significantly. The population 65 years and over will be more than twice what it is at present, making up 11% of the total population. There will also be an increase in the proportion of people aged 35 to 54 years.

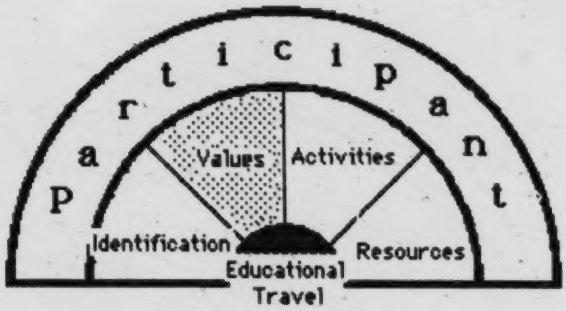
Figure 3.1: Population Percent Distribution By Age Group, Alberta, 1986 and 2016



Adapted from: Alberta Bureau of Statistics (1988) p. 8.

To summarize, the population of Canada is predicted to grow slowly, then by the turn of the century, it will cease to grow and begin to decline. This slowdown in population growth will affect the structure of the age distribution; there will be a great increase in the number and proportion of the elderly (65 years and older). This will necessitate a massive shift of resources away from the needs of the young, to the needs of older adults. What does this mean for educational travel? It could mean that the number of potential participants will increase. For example, if it is found that the mean age of the actual participants of educational travel at the Faculty of Extension is somewhere in the mid-40s, and the mean average age in 2006 is expected to rise to 41 years, then it can be speculated that there will be a greater number of people within the 'potential' age category as the years advance. Most importantly, the fact that our population is aging should be given serious consideration by any potential provider of educational travel.

3.3 Values



It is necessary to recognize that human beings have the capacity for change, and planning for the future includes taking into account value changes as well as demographic, economic and technological changes.

While classroom teaching and students of the traditional 18 to 25 age group are still dominant in higher education, Schultz (1987) indicates that off-campus, part-time study and adult education are clearly and steadily on the increase. Perhaps the most influential element behind the increase in adult education is a concern for 'quality of life'.

> Increasingly, there is general recognition of an individual right to personal growth and development which is partly achieved through education, and the accompanying realization that education is not a process which is confined to a person's youth. Rather like personal growth and development, it is a life-time affair (Schultz 1987 p. 16).

Fay et al. (1987) write that providers must prepare for upcoming value changes in the population by the year 2000 which include a rejection of authority, an increased concern for autonomy and creativity, the placement of self-expression over status, a quest for pleasure-seeking together with a

desire for new experiences, an emphasis on community, a desire for participation in decision-making, a hunger for adventure, and a need for inner growth and self-expression.

A large number of people in developed western nations, explains Plummer (1989), are in the midst of a change in the basic value structure. In other words, they are in the middle of a paradigm shift - a reordering of the way they see the world around them. More people are seeking self-actualization as opposed to a traditionally defined set of goals for success. The present society is gradually moving away from traditional values which have survived for over seventy-five years, and new values are being adopted on an ever-widening scale. A summary of the traditional and new values referred to by Plummer can be seen in Figure 3.2.

Figure 3.2: Traditional Values and Emerging New Values in Western Societies

TRADITIONAL VALUES	NEW VALUES
Live to work	Work to live
Industrial growth	Information/service growth
Self-denial ethic	Self-fulfillment ethic
Traditional family life	Alternative families
High standard of living	Better quality of life
Traditional sex roles	Blurring of sex roles
Accepted definition of success	Individualized definition of sucess
Faith in industry, institutions	Self-reliance
Hero worship	Love of ideas
Expansionism	Pluralism
Patriotism	Less nationalistic
Unparalleled growth	Growing sense of limits
Receptivity to technology	Technology orientation

Adapted from: Plummer, J. (1989) p.10.

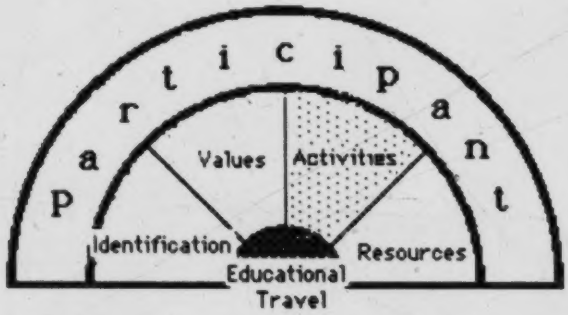
Where have the effects of this paradigm shift been evident? Plummer identifies a few areas of which the following is of particular significance to this thesis: people have placed a greater value on experience, which in turn is prompting the growth of travel, lifelong education, the arts and sport (p. 13).

Martin and Mason (1987) focus on the impact of social trends on tourism during leisure time. Present-day suppliers of touristic products must be concerned not only with travel modes and accommodation, but also with destination environment and activities. These developments in the touristic product are responses to changes in social values and growth in affluence over the past thirty years. Changes of particular significance affecting the market in tourism can be grouped into 3 factors: people, attitudes and leisure time. Related to the people factor: a) the population is growing older; b) lifestyles are becoming more diverse; and, c) educational standards are slowly and steadily rising producing tourists who have higher levels of ability and knowledge. Related to the attitude factor: a) there is increased concern for quality in the tourist experience related to all aspects; and, b) there is growing awareness of the range of choices available for tourists and also an increased demand for better service standards and 'value for my money' from providers of touristic products. Related to leisure time, the key issue is increased flexibility in work patterns in such aspects as: a) hours worked in full-time

employment; b) growth in part-time and shared time employment; and, c) more time periods away from formal work, e.g. sabbaticals, and unemployment.

The future of educational travel and other tourist products lie in the provision for more than a change of scenery or weather, including also the provision for the shift in values and growth in affluence. The future touristic product, to be successful, must supply learning experiences and activities. It will be necessary for providers in tourism to rethink their strategies to accommodate better educated, more demanding tourists.

3.4 Activities



Patterns in time allocation for work, education and leisure have shifted with changing lifestyles. Societal trends related to adult education and tourism affect the propensity to participate in educational travel. Included in this section is a discussion on changes in life patterns and use of time related to participation in adult education and travel.

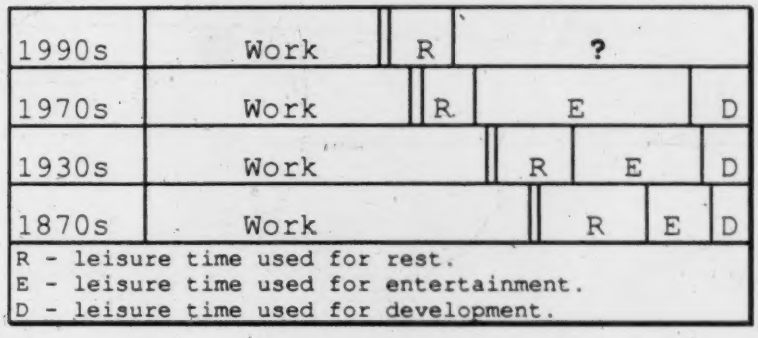
3.4.1 Changes in Time Allocation

Cross (1981) states that industrialization has created a pronounced tendency to separate education, work, and leisure. This has resulted in a linear life plan in which education is for the young, work is for the middle-aged and leisure for the elderly (p. 9). Cross warns that this linear view of life has resulted in serious social problems, the most significant being unemployment and the victims being minority groups, women, youth, and older people. At the same time, workers want more leisure time during their employed years. She claims that many people are opting for an alternative "blended life plan" in which the periods of leisure, work and education are redistributed across the entire life span. Cross finds, however, that upwardly mobile workers are adding education to their work schedules which are already full and, in effect, they are using their leisure time for education. A good example of this is a corporate executive using her vacation time to attend an educational travel course on the Russian language in Leningrad.

The main functions of tourism and other leisure activities are seen by Martin and Mason (1987) as being in the following hierarchical order to provide: 1) rest and recuperation from work (R), 2) entertainment or relief from boredom (E), and 3) development or the opportunity for personal and social improvement (D). Figure 3.3 shows how over the past century the trends include a decrease in working time and an increase in leisure time. But if leisure

is divided into the three aspects previously mentioned as rest (R), entertainment (E), and development (D), one can observe changes. There is a decreased emphasis on rest, and entertainment seems to be the most important; but, there is also an increased emphasis on development.

Figure 3.3: Time for Work and Leisure



Adapted from: Martin, W.H. & Mason, S. (1987) p. 114.

If one considers educational travel as a form of leisure for development, then it can be said that there is a possibility for an increased demand for educational travel.

3.4.2 Adult Education Participation

Information regarding adult education participation in Canada and Alberta can contribute further insight into the propensity to engage in educational travel.

Paquet (1987) in discussing adult education in Canada, emphasizes that there is a lack of data available on university continuing education in Canada, and as a result analysis is limited.

In 1984 the Canadian government conducted a survey focusing on people 17 years and over who did not attend an educational institution full-time and were involved in some organized educational activity. It was found that 19% of Canada's population within the above-mentioned age group took an adult education course in 1983. White collar workers were more likely than blue collar workers to take such a course. Alberta was the province with the highest participation rate at 25%. Both Edmonton and Calgary topped the metropolitan list at 27%. This same survey found that the participation rate of adults 45 years and over is considerably lower than that of the 25 to 44 age group. Women, in Canada, made up 56% of all participants enrolled in adult education courses in 1983.

The highest participation was among individuals aged 25 to 34 years (see Table 3.4), with 27% of the total male population and 31% of the total female population enrolled in some adult education course in 1983. The average age of participants was 36 years.

In Alberta, participation exceeded the national average among all age groups. In fact, Alberta topped all of the provinces in each age group with the exception of the 55-64 group where Alberta ranked second (see Table 3.5). This suggests that Alberta residents not only have the propensity to participate in adult education, but actually do participate at a higher rate than residents of other provinces.

Table 3.4: Participation Rates in Adult Education by Age and Gender in Canada - 1983

Age Group	Percentage of Total Population 17 years and over		
	Male	Female	Total Pop
17-24 years	18	27	23
25-34	27	31	29
35-44	23	28	25
45-54	14	16	15
55-64	8	11	10
65 +	2	5	4
average of all age groups combined	17	21	20

Source: Devereaux, M.S. (1985)

Table 3.5: Participation Rates in Adult Education by Age in Canada and Alberta - 1983

Age Group	Percentage of Total Population 17 years and over	
	Canada	Alberta
17-24 years	23	25
25-34	29	35
35-44	25	30
45-54	15	19
55-64	10	12
65 +	4	6

Source: Canadian Association For Adult Education (1985)

Table 3.6: Participation Rate by Type of Adult Education Course in Canada and Alberta - 1983

Type	% for Canada	% for Alberta
Job related[1]	41	47
Personal development/ General interest[2]	23	21
Hobby/craft/recreation[3]	20	20
Academic[4]	12	10
Total (approximate)	100	100
Total Number	3,170,900	368,300

1. Job-related: courses intended to provide skills applicable to present or potential job.
2. Personal development/general interest: courses such as history, music appreciation and academic course, but not used toward a degree or certificate.
3. Hobby/craft/recreation: courses taken in which participant motivation was leisure-oriented.
4. Academic: taken at a high school, college or university for certification

Adapted from: Devereaux, M.S. (1985) p. 21.

This study also examined participation rates by type of adult education course (see Table 3.6). Job-related courses showed the highest rate of participation at 47% in Alberta, followed by personal development/general interest at 21%. Though not specifically stated in this survey, non-credit educational travel courses would most likely fall within the personal development / general interest category. In Alberta, these are more likely to be taken by women (see Figure 3.4).

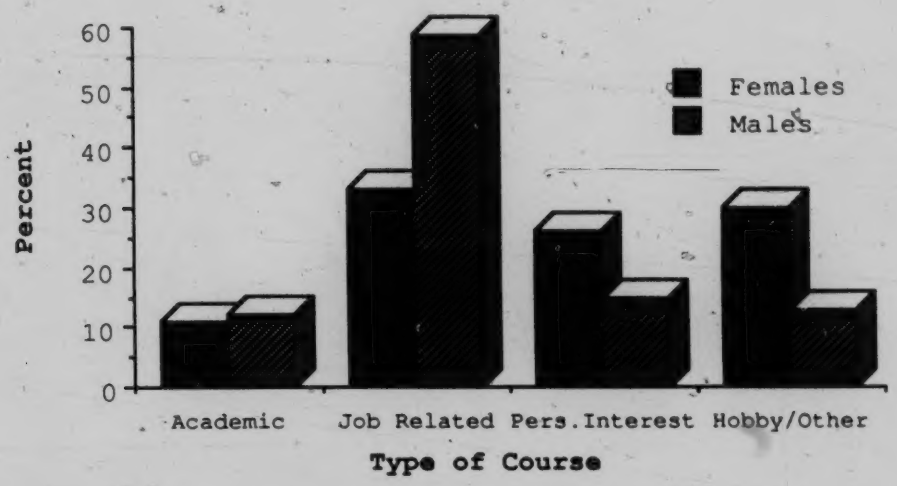
The survey identified educational attainment as the most important variable associated with participation in adult education. Regardless of gender or age, participation in adult education activities increases in proportion to the level of schooling attained in the formal education system (see Figure 3.5). It was also found that participation rates increase with income.

Other results of relevance to this thesis were that men and women choose different courses. Nearly 60% of male participants enrolled in a job-related course with the other categories ranging between 11% and 16%. Enrollment was more equally proportioned among the female population; participation in job-related, personal development and hobby classes ranged between 25% to 32%. In summary, one in four Albertans takes an adult education course per year. The profile which arose from the survey conducted in 1984 was that the adult learner is more likely to be urban, white-

collar, well-educated, female, and young (Devereaux, 1985, p. 48).

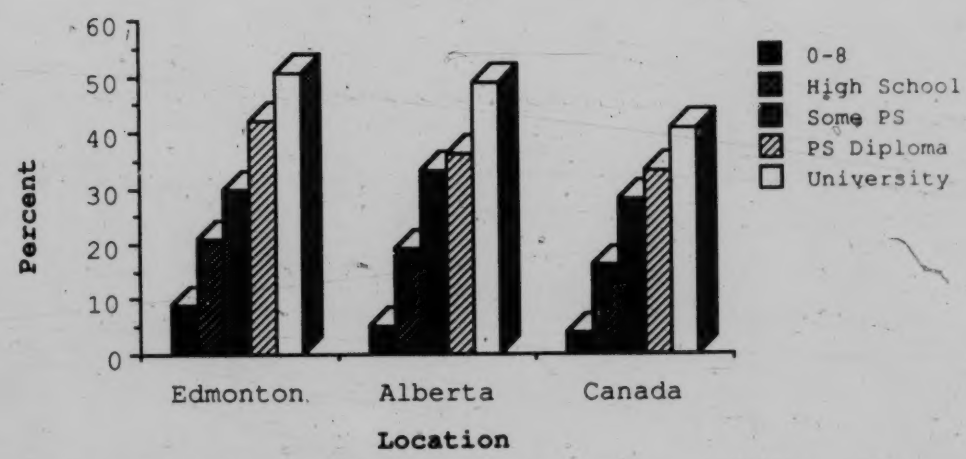
Edmunson (1988, p. 40) believes that the next 15 years are likely to be prosperous for adult education. His argument involves several factors, as follows. The fastest growing consumer segment of adult education is people aged 35 to 54. Since 1969 the market penetration has gone from one in ten, to one in six people taking an adult education course. Seventy percent of the adult education market are 25 to 54, the years when people are striving to get ahead. Sixty percent of the market are from baby boomer generation (at present between 23 to 38 years of age), although this generation encompasses just 42% of the total of the population. It is likely that baby boomers will continue to be the most important customers of adult education for the next 15 years because the better educated people are, the more willing they are to sign up for even more schooling, including educational travel.

Figure 3.4 Participation Rate by Gender and Type of Course for Alberta - 1983



Adapted from: Canadian Association For Adult Education (1985) p. 50.

Figure 3.5 Participation Rate by Educational Attainment and Location - 1983



Adapted from: Canadian Association For Adult Education (1985) p. 103

3.4.3 General Recreation Survey

A more recent survey was conducted at a provincial level from a different perspective. In 1988, Alberta Recreation and Parks conducted a General Recreation Survey in which information was obtained about participation by Albertans of all ages in 65 different leisure activities. One of the activities was attending educational courses. From the total sample of 4044 respondents, 1456 or 36% answered that they had attended educational courses during the previous 12 month period; from the 1456 respondents, 1400 were 20 years of age and over. These figures indicate that 2 out of every 5 Albertans attended educational courses in 1987-88. Among the total listing of leisure activities, attending educational courses ranked thirteenth.

The sub-group of those people who attended educational courses were further analyzed by Dunn (1989) socio-demographically (see Table 3.7). It was found that through use of the statistical method of chi-square, the educational course participants differed significantly from the total sample with respect to the socio-demographic variables measured. The variables in the profile included: gender, age, education, income and most common leisure activities from the list. Of the total sample population, 31% of all males and 41% of all females attended educational courses. The tendency to attend educational courses decreased with age. Over half of the respondents (54%) who were under 25 years of age engaged in this activity. This high percentage

may be due to the interpretation used when answering the question. The respondents may have been full-time students who regard attending college or university as a form of leisure, therefore, they included this activity in their list. However, the proportion of the total population who attended educational courses during their leisure time within other age categories remained relatively high; from the total sample, 44% of those between 25 and 34 years, 36% of those between 35 and 49 years, and 22% of those 50 years and older, attended educational courses. The data also showed that the more educated the individual, the more likely he/she would attend educational courses. Only 10% of those respondents with an elementary or a junior high education participated in this type of recreational activity, while over 53% of those with a university education attended educational courses. The propensity to attend educational courses was also greater for those members of households with incomes over $30,000 per year than those household members earning less.

An 'activity profile' was also developed of the most popular leisure activities participated in by those who responded yes to taking part in educational courses. The activity profiles varied depending on the gender, age, education, and income of the individuals. In comparison with the average participation rate of the general population, a higher percentage of educational course participants were found in each of the top ten leisure activities. A generalization can be made here that those who engage in

Table 3.7: Socio-Demographic Data on Respondents who Attended Educational Courses, General Recreation Survey, Alberta Recreation and Parks, 1988

	Percentage That Responded Yes to Attending Educational n = 1456	Breakdown of Total Sample Population N = 4044	Activity Rank N = 65
Gender			
Male	31	549	16th
Female	41	889	12th
Age			
24 or under	54	178	10th
25 to 34	44	524	14th
35 to 49	39	460	13th
50 or over	22	274	14th
Education Completed			
Elementary	10	14	19th
Junior High	10	34	29th
Senior High	27	357	18th
Technical-Vocational	39	378	14th
Univ Undergraduate	54	334	9th
Univ Graduate	57	220	9th
Household Income			
< than $10,001	29	82	12th
$10,001 to $30,000	30	369	14th
$30,001 to $50,000	40	476	13th
$50,001 to $70,000	44	260	11th
$70,001 to $90,000	45	94	12th
> than $90,000	43	70	12th

Source: Dunn. E. (1989)

educational courses are relatively active individuals, and they will also participate at a high rate in other leisure activities. Of those attending educational courses, the top three activities and percentage of respondents who participated included: walking for pleasure (93%); driving for pleasure (80%); and, visiting museums, live theater and galleries (76%). This differs significantly from the overall sample, for whom the top three activities and percentage of respondents who participated included: walking for pleasure (86%); driving for pleasure (76%); and gardening (63%). Only

sixty-one percent of the respondents from the total population visited a museum or art gallery, or attended live theater.

Table 3.8: Gender and Age Profile on Respondents Attending Educational Courses and Residing in Alberta and Greater Edmonton, General Recreation Survey, Alberta Recreation and Parks, 1988

	Percentage Breakdown For Alberta Respondents n = 1400	Percentage Breakdown For Greater Edmonton Respondents n = 325	Percentage Breakdown of Population 20 years and over in Greater Edmonton Statistics Canada Census - 1986 n = 785,465
Gender			
Male	38	36	49
Female	62	64	51
Total	100%	100%	100%
Age			
20 to 24	10	17	15
25 to 34	37	38	30
35 to 44	26	21	21
45 to 54	13	11	13
55 to 64	7	6	11
65 or over	7	7	10
Total	100%	100%	100%

Sources: Dunn. E. (1989) and Statistics Canada (1988 E)

The data presented in Table 3.8, indicate an under representation by the male population in Alberta in attending educational courses and by those individuals 45 years of age and over. There is an over representation by the female population and those individuals between the ages of 20 and 34 years. The data also indicate that the people in the Greater Edmonton area who attend educational courses tend to be younger than Albertans taking educational courses.

The results of the Statistics Canada Adult Education Survey in 1984 and the Alberta Recreation and Parks General

Recreation Survey in 1988 are not identical, but there are similarities in their results concerning gender, age, education and income. Though one must consider they were conducted some 5 years apart, it is interesting to note that there still existed a higher participation rate among the female population. The two surveys differed in their finding concerning participation rate by age. Both surveys indicated that the participation rate in educational courses increases with educational attainment and income.

3.4.4 Characteristics of Alberta Tourists

Current data on characteristics of Alberta tourists can be used as a basis for discussing propensity to participate in educational travel. A more detailed description of both Canadian and Albertan tourists can be found in Appendix 1. Despite the weak exchange rate of the Canadian dollar in recent years, record numbers of citizens are visiting foreign countries.

Albertans are avid travellers and their travel behavior does not correspond exactly to that of other Canadians (Statistics Canada 1988A, 1988B). The residents of Alberta tend to spend more time and money while away, than other Canadians. The majority of interprovincial travel is to British Columbia. Consistent with other Canadians, the most visited international destination is the U.S.A., and the second most visited is Europe. Albertans take more trips to

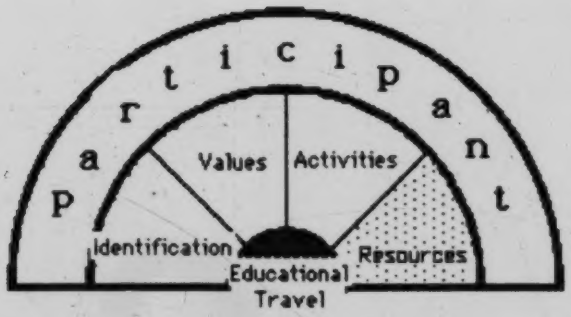
Asia than other Canadians, and fewer trips to Bermuda, the Caribbean or South America.

Overall, Alberta ranks third (with 13%) among the provinces in terms of the total number of Canadian person-trips taken in 1986, behind the more populated provinces of Ontario and Quebec. Of the 3,536,000 Albertan person-trips in that year (this does not include travel within the province), 75% were interprovincial, 21% were to the U.S.A., and 4% were to other countries. What these Statistics Canada figures do not show is the percentage of Albertans that travel. The population of Alberta is approximately 2.4 million; as there were over 3.5 million person-trips made by Albertans, there are obviously repeat travellers, but the exact number is unknown.

In 1987, residents of Alberta made up 7% of all Canadian residents returning from the U.S.A., and 6% of the overseas visits. Related to overseas travel, half of the trips were for pleasure, recreation and holiday. The average spending per overseas trip was approximately $1200, about $200 more than the Canadian average. Albertans also spent more time away from home, 5 days longer than the Canadian average of 20 days.

It seems, then, that not only do Albertans have a higher than Canadian propensity to travel, they also seem to have the resources of time and money. This is yet another indicator of the increasing potential for desired educational travel opportunities.

3.5 Resources



A potential participant of educational travel must have access to three types of resources: educational, economic, and temporal. As educational qualifications influence the tendency to take continuing education courses, they should be considered as a resource. Lack of money or time has great constraints on participation in educational travel. Each type of resource will be discussed in further detail in the following pages.

The overall educational qualifications of Canadians are improving. Between 1971 and 1981, the percentage of all Canadians 15 years and over with university degrees rose from 5% to 8%. In 1981, Alberta was the province with the highest percentage of degree holders among this populations group, at 10% (Parliament, 1986, p. 16). Since the 1970s there has been a continuing increase in university enrollment, particularly among women. In 1984-85, 51% of university students were women compared with 37% in 1970-71 (Parliament, 1986, p. 17). Those individuals who possess a university degree also generate higher salaries than those with other

qualifications; however, in Canada, the average earnings of women with university degrees remain well below those of similarly educated males (p.20).

Table 3.9: Residents of Canada, Alberta and Greater Edmonton with University Education - 1986 (with a 20% Sample Data)

Education	Canada	% of total	Alberta	% of total	Greater Edmonton	% of total
With University Degree	1,1878,000	10	191,645	11	71,360	12
With Some University But no Degree	1,738,665	9	175,320	10	61,245	10
Total Population 15 years and over	19,634,100		1,779,375		598,355	

Sources: Statistics Canada (1988D) and (1988F)

Based on 1986 statistics, of the total population 15 years of age and older, 19% of Canadians have taken some university course of which 10% have a university degree (see Table 3.9). In Greater Edmonton, 1 in 5 adults who are 15 years and over has attended university for at least one course. This does not include non-credit continuing or extension courses. One in 8 adults in Greater Edmonton has a university degree.

Generally speaking, based on 1985 statistics one out of two households in all of Canada has an income of $30,000 or higher (see Table 3.10). Both Alberta and Greater Edmonton have higher percentages of households earning $30,000 or more. Two out of 5 households in Greater Edmonton have incomes of $40,000 or greater. The average number of persons

in a household in Greater Edmonton is 2.7 persons (Statistics Canada 1988E, p. 1-3). One out of 4 households in Greater Edmonton has an income of 50,000 or greater; in Canada it is 1 out of 5. In Greater Edmonton, 34% of all working males 15 years and over are earning $30,000 and over; for females the amount is only at 9%. The working wage earner ratio of male vs female within this geographical location is 52:48.

Table 3.10: Household Income of $30,000 and over in Canada, Alberta and Greater Edmonton - 1985 (with a 20% Sample Data)

Income	Canada	% of total	Alberta	% of total	Greater Edmonton	% of total
30-34,999	771,755	9	69,175	8	23,340	8
35-39,999	692,805	8	62,375	7	21,630	8
40-49,999	1,116,780	12	108,540	13	38,935	13
50,000 plus	1,834,050	20	201,350	24	70,030	25
Total # of hholds with 30,000 plus	4,416,390	48	441,540	52	70,030	55
# of private households	8,991,670	/	836,125	/	283,370	/
Average hhold income	34,361	/	36,796	/	37,213	/
Median hhold income	29,462	/	31,556	/	32,440	/

Definitions
Household (hhold): refers to a person or group of persons (other than foreign residents who occupy a private dwelling and do not have a usual place of residence elsewhere in Canada. The number of private households equals the number of occupied private dwellings.
Private Dwelling: refers to a separate set of living quarters with a private entrance either from outside of from a common hall, lobby, vestibule or stairway inside the building. The entrance to the dwelling must be one which can be used without passing through the living quarters of someone else.

Sources: Statistics Canada (1988D) and (1988F)

A final resource is time, which is a finite resource. Anderson (1961) believes that the protestant work ethic is a puritan belief based on the view that time on earth is

limited; wasting time is seen as a sin, and salvation is based on good use of time. Western society, with this linear view of time, has developed a curious relationship of being impelled to be in motion and forever short of time. Smith (1982) writes that adults who view time as being finite and precious, place different degrees of importance on the past, the present and the future. This varied perception will either drive an adult toward education and learning, or away from it. With societal trends moving toward increased participation in lifelong learning, it is likely that in the future, adults will be driven toward continuing education.

Within each of these dimensions, education, money and time, there exists a positive correlation between availability and opportunity. Therefore, they should be considered as necessary resources for participation in educational travel. In Greater Edmonton, there certainly are individuals with at least two of the three resources. One in eight possess a university degree, and one in four households has incomes of $50,000 or more. Although difficult to determine, one can hope that the individuals in these households have the time to experience educational travel. Trends indicate a desired increase in wanting to spend time in learning experiences.

3.6 Summary

At the present time, the number of potential participants for educational travel in Alberta is already high, as the residents are educated, have the financial means, like to take pleasure trips, and enjoy taking adult education courses. Alberta, with 10% of the national total population, exceeds Canadian averages in: 1) the percentage of people with a university degree; 2) percentage of households with incomes of $40,000 or more; 3) percentage of person-trips taken annually; and, 4) participation in adult education, regardless of age category.

One in four adults in Alberta takes adult education courses; and of the adults between 25 and 44 years of age, one in three take adult education courses. Individuals who attend educational courses have a tendency to be more active in other recreational activities such as walking for pleasure, driving for pleasure, and visiting museums and galleries or attending live theater. The group most likely to take personal development/general interest courses are females between the age of 25 and 44 years. Unfortunately, only 9% of working women in Greater Edmonton make $30,000 or more annually. Residents of Alberta spend more time and money than the average Canadian while on a trip. Half of all travel is for pleasure, recreation or holiday. The older the person, the more likely that he/she will travel. At present, 24% of all Albertans are 45 years and over; yet, this age group makes up 40% of all Alberta resident international

travel. One in four households in Greater Edmonton has an income of $50,000 or more, with the majority of money-makers being male. One in eight adults in Greater Edmonton has a university degree.

Potential participation in educational travel, as outlined in Figure 1.1, depended on identification, activities, values, and resources. Predictions are that in the next 40 years there will not be a significant growth in population; however, the make-up of the population will be different. By 2031 the average age will be 48 years. Societal trends indicate a movement toward the seeking of self-actualization and an increase in development activities during leisure time. As lifestyles become more diverse, people become better-educated and will have more leisure time, there will be an increased demand for more educational travel opportunities.

Chapter 4

The Current Provider

4.1 Introduction

In Chapter 3, it was suggested that lifelong learning will continue to gain in popularity. It was also explained that demographic projections show that as the end of the century approaches, there will be dramatic increases in the number of older adults. As the Canadian population shifts from a youthful one to an older one in the coming years, it will become necessary to pay more attention to lifelong learning and the adult population. Adults will be seeking more continuing education experiences to help them live fuller and more productive lives. Part of these learning experiences will fall within the domain of educational travel.

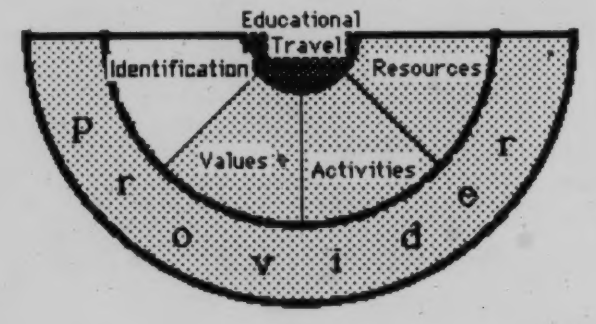
Potential providers of educational travel opportunities include private/commercial sector and public/non-profit sector. Within Canada, examples of private businesses that claim to offer pleasure tours combined with educational opportunities include: NeWorld and Sparks, Slater and Associates from Vancouver; and, Blyth and Company from Toronto. Within the public/non-profit sector, potential providers of educational travel can include religious organizations, special groups, and educational institutions, to name a few.

An example of an educational travel program provided by a religious organization is the Chatauqua Institution, a program located on Lake Chatauqua in the U.S. state of New York. Initiated in 1879 by a Methodist minister and an Ohio businessman, Chatauqua blends the concepts of an outdoor recreation setting with social activities and learning opportunities (Eisenberg, p.vii). An Elderhostel is an example of the second type, an organization concerned with a population with special needs, and combines the idea of providing 'hostel' accommodation for travellers over 55 years of age with access to a university campus. This concept started in 1975 in the United States with 200 students, and by the early 1980s there were 70,000 people enrolled in programs in Canada, United States, Israel, France, Germany, Denmark, Holland, Scandinavia and the United Kingdom (Burrow, 1985, p. 356). An example of the third type of provider, an educational institution, is the Faculty of Extension at the University of Alberta.

In this Chapter, a current provider of educational travel, the Faculty of Extension, will be described based on the framework outlined in Chapter 1 (see Figure 1.1) that is, using the four factors of: identification, values, activities, and resources. Within the time period chosen to examine the provider, 1984 to 1988, three units within the 'Extension General' program of the Faculty offered educational travel opportunities: Fine Arts, Science and Technology, and Liberal Studies. In the sections to follow,

the discussion will begin with a broad view of the Extension General program, followed by further description of each of the three units that were involved in educational travel. Where applicable, there will be a brief discussion of the actual educational travel courses offered within the 1984 to 1988 time period. Detailed description and analysis of these courses can be found in Chapters 5 and 6.

4.1 Identification



What is the Faculty of Extension, and how does educational travel fit into the mandate of such a university Faculty?

Learning is not solely an activity that preoccupies the young:

> In his extreme old age, the Greek philosopher Lacydes (who died in 205 BC) began to learn geometry. When people asked him why, at his age, he bothered, he replied: "If I should not be learning now, when should I be?" (Oliver, Sharing the World, 1987, p. 15)

Adults have always been involved in learning, whether it be for survival purposes, social interaction, or personal growth. The Canada Handbook 1986 describes adult education

as the most rapidly growing sector of Canadian education in the past decade (p. 58).

Kulich (1987, p. 172) points out that the terms 'adult education,' 'continuing education,' and 'lifelong learning' are often used interchangeably. But it should be made clear that adult or continuing education is only one important part of lifelong education. He concludes that the newest responsibility and role of the university is lifelong education.

Formal adult education programs have been in existence in Canada for over a century, even before Confederation in 1867. With the development of the West, universities extended their educational services to remote and rural areas. In 1935, nine universities in Canada had extension courses; by 1956, twenty-two universities reported some form of adult education activities. In 1986, more than three times as many universities were involved in continuing education (Brooke and Morris, 1987, p. v).

Four years after the birth of the University of Alberta, the Department of Extension was founded in 1912. Henry Marshall Tory (1864-1947), the first University president stated that, "The job of the Extension Department is to find out from the people what the University can do for them beyond the classroom and laboratory" (Cormack, 1981, p. v). The University of Alberta was one of the first postsecondary institutions in Canada to grant Faculty status to the Extension Department, in 1975. This branch of the University

has operated for nearly eighty years on the basic premises established by Tory.

A typical North American university continuing education program consists of the following: 1) general non-credit continuing education in the humanities and the sciences; 2) professional continuing education; 3) part-time degree credit study; 4) training of adult educators; and, 5) research in adult education (Kulich, 1987, p. 179). Kulich (1987) states that within Canada, the Western provinces have a long tradition of provision of broadly based general education which is not the case in the eastern provinces. In Canada, the best examples of broad comprehensive provision of university extension or continuing education programs are found at the University of Alberta and the University of British Columbia.

Since 1912 and including the studied time period 1984 to 1988, the Faculty of Extension at the University of Alberta aspired to serve the communities throughout the province and beyond, by providing learning opportunities that united theory with practice, and knowledge with action (Self-Study Report, 1987, p.i).

Educational travel opportunities were offered under the programming operations known as 'Extension General'. This was not a single unit, but consisted of, according to the University of Alberta Calendar (1988, p. T-3), thirteen separate units: Adult Education, Agriculture and Forestry, Applied Behavioral Sciences, Business, English Language

Program, Land Economics and Real Estate, Law, Local Government Studies, Public Administration, Women's Program, Fine Art, Science and Technology, and Liberal Studies. Within the studied time period, 1984 to 1988, the last three units offered educational travel courses.

Within the Fine Arts Unit, a variety of courses were offered including art history, ceramics, drawing, painting, photography, and printmaking. The Unit also hosted conferences for artists and art program administrators, and provided consulting expertise to the cultural community.

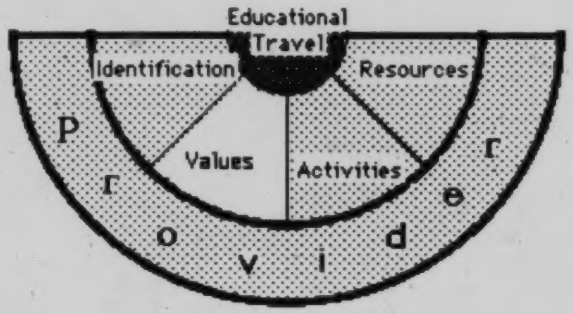
The Science and Technology Unit supplied a wide range of continuing professional education courses for architects, industrial managers, technicians, engineers, scientists, nurses, municipal officials, and specialists in safety, transportation and construction. The Unit also provided certificate programs in occupational health and safety, and applied land use planning.

As with Fine Arts programming, the Faculty had a long standing tradition of providing liberal education. The Liberal Studies Unit offered a range of courses in the arts and science disciplines for the general public, including modern languages (conversation) and literature, philosophy and religion. The Unit also provided programs designed for special groups, such as the Spring Session for Seniors program.

Overall, the Faculty of Extension provided and continues to provide a vital link between the University and

the community. This is accomplished by: 1) anticipating, identifying and responding to the educational needs of the community as they arise; 2) representing the University to the general population; 3) participating in cooperative efforts with organizations and groups; 4) using a variety of instructional technology and communications to achieve goals; and, 5) distributing research-based knowledge and technology (Self Study Report, 1987, p.2).

4.2 Values



What inherent values in a university, more specifically in the Faculty of Extension at the University of Alberta, make the provision of educational travel opportunities appropriate?

The university today is the only institution instilled with the values of objective, intellectual inquiry and social criticism based on research (Kulich, 1987). The larger society needs to benefit from these values. Given the generally increased educational level of the adult population, it is logical to share this knowledge with more than just those registered in credit courses.

The Faculty of Extension has been guided, within the studied time period, by a set of principles or beliefs which, in turn, affect its values, activities, and resources. The members of the Faculty believe that fundamental to maintaining and improving the quality of life is learning, and this learning should continue for a lifetime. It is assumed that for all those individuals who have the desire to participate and the necessary qualifications, university education should be accessible. They maintain that within a university setting, one division should be given the general responsibility for the extension function, and that division should work cooperatively with other divisions on campus. In its functions as primary liaison between the community and the university, the Faculty should endeavor to provide opportunities for the members of the community to contribute to the scholarship and research at the University (Self-Study Report, 1987, p. 76).

The mission statement of the Faculty of Extension is:

> ...to extend opportunities to the people of Alberta to engage in lifelong learning, based on the needs of individuals and society and the resources of the University. (Self-Study Report, p. 76).

The overall objectives of the Faculty to meet this mission statement

are as follows:

- to ensure optimal responsiveness in meeting the educational needs of Albertans
- to provide the community with maximum access to the expertise, and the teaching and learning resources of the University

- to provide the highest quality programs and services
- to facilitate the dissemination, interpretation and application of research-based knowledge
- to serve as an innovative force in the field of extension
- to foster a vital, ongoing exchange between the University and the community (Self-Study Report, p. 77).

The main goal of the Fine Arts Unit has been to develop an informed public awareness in the visual and performing arts. The overall objectives are to enhance the development of the Fine Arts within the cultural milieu through: 1) provision of university-level non-credit program consisting of courses in the visual and performing arts; and, 2) involvement in activities of an advisory nature.

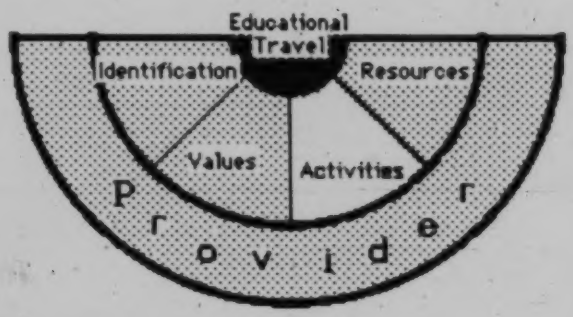
There have been three major thrusts in the Science and Technology Unit. These are concerned mostly with assisting professional practitioners to accomplish one or all of the following: 1) state-of-the-art, or keeping up with the latest in technology; 2) upgrading, or improving one's professional background and skills; and 3) networking, or attempting to bring together individuals working in allied fields.

The main objective of the Liberal Studies Unit was adopted from a model which views learning as being engaged in for its own sake. The subject areas in the courses provided by this Unit stem from the Humanities and the Social Sciences. They are intended to facilitate the development of a stronger mind among the general public and special groups

(e.g. seniors), and become a part of the richer life these people have earned.

On the whole, courses in the Fine Arts and Liberal Studies Unit in the past five years have served a general audience, while courses in the Science and Technology Unit have accommodated a professional public.

4.3 Activities



Our modern democratic society is dependent on the knowledge and understanding of its citizens. As indicated in the previous section, the Faculty of Extension has tried to provide activities that would stimulate the members of society intellectually, and contribute to individual life enhancement.

Table 4.1 shows the student registration for the Faculty of Extension's non-credit and certificate courses from 1984 to 1988. There were three times as many noncredit courses offered than certificate courses. Within this time period, there was an increase of approximately 2,900 in the total number of registrations.

Table 4.1: Faculty of Extension Registrations in Noncredit and Certificate Courses, 1984-88

Year	Noncredit	Certificate	Total
1984-85	20,793	7,655	28,448
1985-86	22,311	7,874	30,185
1986-87	23,288	8,292	31,580
1987-88	22,853	8,489	31,342

Adapted from: Faculty of Extension (1988) p. 6.

Courses offered in the Fine Arts Unit included: art history, ceramics, design, drama, drawing and painting, film studies, music, photography, and printmaking. Within this time period, there was an average of approximately 2000 course registrations per year. There were two types of educational travel courses: art history and music, with a total of 213 registrations.

The Science and Technology Unit offered a variety of courses in the general areas of health and science, general science, and technology. These encompassed topics such as: occupational safety, architecture, construction, biology, geology, transportation and traffic safety. One set of educational travel courses, those to Bamfield Marine Station, could be considered as being biological in nature. The second group of educational travel courses did not seem to coincide with the unit's overall theme related to science or technology; these were historical and cultural in nature. There was an average of approximately 1700 course registrations per year for this unit, with a grand total of

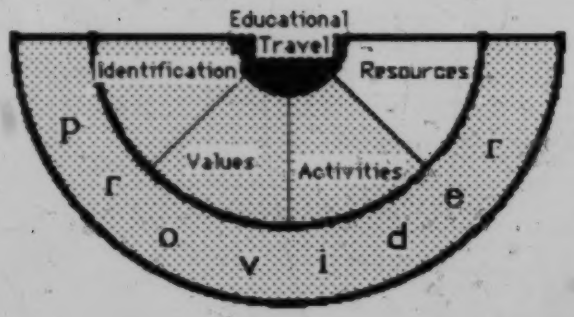
204 registrations in the educational travel courses from 1984 to 1988.

Courses offered in the Liberal Studies Unit were comprised of a range of general interest subjects in the arts and science disciplines. They included: classical and modern languages and literature, philosophy, religion, history, anthropology, English language writing skills, and public and social issues. The educational travel courses to the Queen Charlotte Islands and to Vancouver Island, fall within the final category of public and social issues, since they relate to environmental awareness. The number of course registrations per year was approximately 1900, and between 1984 and 1988 there were 113 course registrations in educational travel courses.

Relatively speaking, the educational travel program at the Faculty of Extension is small. Registrations for the educational travel courses may be put into perspective with all Extension General courses offered by the Faculty, by using the following rough estimate. Since the average number of course registrations per year for these three units was approximately 5,600, and the average number of course registrations per year for educational travel courses was 106, then it can be said that between 1984 and 1988, educational travel course registrations made up 2% of the total number. Given the potential for a greater audience in the future, as discussed in Chapter 2, it appears that there

is significant room for expansion in providing educational travel opportunities.

4.4 Resources



The Faculty of Extension has provided the educational travel activities discussed in the previous sections by capitalizing on two main types of resources: financial and human.

With regard to financial resources, the Faculty operated much like a business. Many of the costs were variable and were adjusted depending on revenue. Fixed expenses were covered, in part, by external grants and by funds from the university. The Faculty's annual budget consisted of revenue from two sources: external revenue obtained from tuition fees, contracts, and grants awarded to the Faculty; and, an internal contribution from the University provided annually (Self-Study Report, p. 22). Sixty-seven percent of the Faculty of Extension's total operating budget was acquired from the first source; the remaining thirty-three percent was covered by the second source. In comparison to other

faculties and other university extension divisions, the Faculty of Extension generated a higher percentage of revenue from tuition fees, contracts and grants.

All of the educational travel courses offered from 1984 to 1988 operated on a cost-recovery basis, and for the majority of courses a profit was made. In the case of Science and Technology's historical/cultural educational travel courses, it was required that each course generate a certain amount of profit. Revenue came from tuition fees, and a course budget was based on a minimum enrollment number. If the minimum enrollment was not met, then the course was either cancelled or modified in some way to cover all expenses. An example of a modified course involved one tour to the Yucatan. This course had received only fourteen of the minimum number of twenty registrations. A decision was made to amalgamate the two roles of on-site administrator and resource person, thereby decreasing the overall cost of the course.

For educational travel courses on the whole, a direct correlation was found between revenue and enrollment. Courses with maximum enrollments generated high profits, and courses with low enrollments broke even.

With respect to human resources, four academic staff and three non-academic staff members were directly involved in offering educational travel within the Extension General programs. Within the Fine Arts Unit, this concerned 2 of the 2.5 academic staff, and 1 of the 2 non-academic staff. The

Science and Technology and the Liberal Studies Units had only one academic staff member each who was directly involved in the programming of their educational travel courses. In the Science and Technology Unit, the number of non-academic staff members involved in educational travel courses varied from 2 out of 4, to 1 out of 5. In the Liberal Studies Unit, 1 of the 1.5 non-academic staff members was directly involved in organizing educational travel courses.

In brief, a relatively high percentage of academic staff members were directly involved in educational travel (4 out of the total Faculty number of 23.5). It ~~appears~~ that because of the nature of educational travel courses, a tremendous amount of time was spent by both the academic and non-academic staff in their organization and administration. However, there did not seem to be a great amount of coordination of these courses between the units. This may be due in part to the flat organizational structure of the Extension General area. An advantage of this structure was that it allowed for considerable latitude for staff members to perform their duties. The disadvantage was that this decentralized structure did not require the units to work collaboratively on educational travel courses. Evidence of teamwork among the units was found in the early years, 1984 and 1985; information evenings for the upcoming educational travel courses were jointly organized by these three units. Little evidence of such coordination could be found in the more recent years, 1986 to 1988.

For the most part, experience in providing these educational travel courses was acquired on-the-job. It appears that none of these staff members had received previous training in the travel and tourism field. Nevertheless, they clearly possessed expertise in adult education programming, and apparently, acquired the capabilities necessary to offer educational travel courses that were of high quality.

Set within the academic environment, the Faculty of Extension had access to other human resources, giving it a definite advantage. For example, it could use the expertise of members of other faculties and departments on campus, and also members of staff from other universities. Of the twenty-three resource people employed for the educational travel courses, ten were affiliated with the University of Alberta and two had been with other Western Canadian Universities. Finally, it had the advantage of a positive reputation and image through being associated with a very large, mature and well-respected post-secondary educational institution, i.e. the University of Alberta.

4.5 Summary

Within the studied time period 1984 to 1988, the main purpose of the Faculty of Extension was to serve as a link between the University and the people of the province who required access to the information and expertise of the University, in order to solve practical problems and to

further growth in personal and professional interests. Courses and programs were offered in the areas of business, fine arts, the humanities, the professions, and various sciences.

Educational travel courses helped to meet this main purpose, and did so on a cost-recovery basis. But, they made up a very small percentage of the total number of course offerings, and their operation involved a relatively high number of human resources. The flat structure of the Extension General programs did not facilitate for coordination between units regarding educational travel courses.

All things considered, it could be said that the educational travel program at the Faculty of Extension is at an embryonic stage. However, as discussed in Chapter 2, the combination of 1) changes in technology, 2) changes in business, social and recreational activities, and 3) the growing number of adults and senior citizens with discretionary funds, will contribute to the growth of the educational travel program in the future. The Faculty of Extension has the potential to contribute to that growth.

Throughout its history, the university has changed in order to serve new needs brought about by the evolution of society. At present, Canadian universities have not made provisions to evolve with the upcoming population where adult education will play an important role. It will be necessary in the near future for the universities to adapt creatively

to the most recent challenge of lifelong learning in the learning society (Kulich, 1987). It is timely for the Faculty of Extension to prepare for the anticipated growth in demand for educational travel opportunities if it wants to be appropriately positioned for the challenging years ahead.

Chapter 5

The Faculty of Extension Educational Travel Program: Description

5.1 Introduction

In Chapter 3 the potential participant of educational travel living in Greater Edmonton was characterized using the factors of identification, values, activities, and resources. In Chapter 4 a current provider of educational travel opportunities, the Faculty of Extension, was described, again using these four factors. The purpose of this Chapter concerns both provider and participant: to describe the educational travel courses that were organized by Faculty of Extension from 1984 to 1988.

5.2 Educational Travel Becomes a Permanent Feature

The 1960s have been described as the 'golden age' for education in Canada. There was a demand by the public for advanced education and the governments involved had the capacity to meet this demand. The result was the development of new concepts, new curriculum designs, and new kinds of educational opportunities (Dennison and Gallagher, 1986, p. 11). It was during this golden age that educational travel began in the Department of Extension at the University of Alberta.

Cormack (1981) writes that in 1968 the Department began organizing programs of overseas study combined with travel abroad. However, there is evidence in existing files and

documents that this date is not correct. One document cites 1960 as the year in which the Department became involved with educational travel (Self-Study Report, 1987, p.102). Information in the files indicate that in 1967, the Department of Extension organized a summer school in Rome to study Art History. It is also interesting to note that in 1964 the Department of Classics at the University of Alberta began offering a summer credit course in Rome, also during the summer months, and it has continued to do so to this date. There is a possibility that these courses were organized cooperatively.

In the early 1970s, Professor Harry Wohlfarth conducted a month-long study tour to twelve European cities in Art Appreciation. As stated in the brochure, this tour was designed to combine the study of Europe's art galleries with a sightseeing holiday and opportunity for sketching. The decade of the 1970s also saw the organization of the Northern Summer and Winter Schools by the Faculty of Extension, in cooperation with the Boreal Institute for Northern Studies and the governments of the Northwest Territories and Yukon. The objective of these 9-day courses was to provide participants with the opportunity to learn from several lecturers about the North: the physical surroundings, the people, the ecology, as well as cold weather engineering. It was intended that participants would then be better able to plan and evaluate development projects in that part of Canada.

The recession of the early 1980s saw the Northern Schools being put on hold. The Bamfield Marine Station Field trip to Vancouver Island was already a few years old. In spite of the economic situation which affected all continuing education courses, occasional overseas educational travel opportunities were organized to such destinations as Greece, Egypt, London and China. By 1984, educational travel became a permanent feature within the program brochures of three units - Fine Arts, Science and Technology, and Liberal Studies.

5.3 Educational Travel Courses, 1984 to 1988

In this section, a brief description will be made of all the educational travel courses offered by the Faculty of Extension from 1984 to 1988. The courses are grouped according to the unit that offered them. Only those courses which were successfully completed are included.

5.3.1 Fine Arts Educational Travel Courses

Within the 5 year period of 1984 to 1988 the Fine Arts Unit offered a total of eight educational travel courses to 213 registrants. Of these courses six were Art History Tours to four different destinations. Four tours were to Central America, with three of these tours to the Yucatan in Mexico and one to Guatemala. The fifth tour was to Peru, South America, and the sixth tour was to Greece in Europe. All trips began and ended in Edmonton. In all cases, the cost of

the journey included an orientation briefing, return air fare, accommodation, air transfers, bus travel, entrance fees to museums and historic sites, and gratuities and tax. Preceding each tour was a set of lectures which related directly to the topic of the trip. This lecture series could also be taken by any interested members of the general public and was usually conducted by the resource person of the upcoming tour. With the exception of the Yucatan tours, the fee for the educational travel course did not cover these pre-trip lectures, which usually cost $40. Participants who were actually going on the trip were invited to attend additional orientation sessions regarding trip preparation.

The first three educational travel courses offered by the Fine Arts Unit were to the Yucatan. This was a rare opportunity to study the art and archaeology of ancient Maya at sites such as Palenque, Chicanna, Xpujil, Kohunlich, and Tulum.

In November, 1984, thirty-five participants were accompanied by resource person Karen Bassie and university representatives Susan Florence and Alfred Schmidt on a 14-day trip. The course called "In Search of the Ancient Mayas: Art and Archeology Tour of the Yucatan," and cost $1,695 with $931 of the total being tax deductible. Karen Bassie had studied and taught Mayan art and hieroglyphic writing courses at the Universities of Alberta and Calgary; she had also travelled to Mexico and Central America several times. Susan Florence, Administrative Assistant of the Fine Arts Unit, and

Alfred Schmidt, Program Coordinator for Art History, acted as on-site administrators and also as program observers, as neither had previously been involved in organizing an educational travel course. This course was repeated twice in 1985: in July, 1985, with nineteen participants, costing $1,795 (of this $745 was tax deductible); and, in December, with fourteen participants, costing $2,089 (of this $880 was tax deductible). For these trips, Karen Bassie was responsible for being both the resource person and on-site administrator.

The next educational travel course "Land of the Incas: Art and Archeology Tour of Peru" took place in April, 1986. Dr. Persis Clarkson acted as resource person and Susan Florence was the on-site administrator for the 14-day tour. Dr. Clarkson had specialized in American Archeology and had considerable teaching experience at the University of Calgary; she also had previous experience working with academic tours to Peru. Twenty-one participants paid $2,900 ($1,100 tax deductible) to view firsthand the remains of the Inca as well as Nazca, Moche and Chimu cultures, in order to understand the development and accomplishments of these prehistoric peoples.

Greece was the destination of the fifth Art History educational travel tour organized by the Fine Arts Unit entitled "Temples and Landscapes". The cost was $2,690, with $1,100 of the total being tax deductible. Thirty-four participants spent 18 days in May and June of 1987 with

resource person Charles Breth and administrator Susan Florence. Mr. Breth was a practising artist who had a Masters degree in art and studied in the history of architecture; his aim for the course was to give participants an overview of ancient Greek culture and an understanding of its connection with the modern world.

The final Art History Tour within the said time period was to Guatemala with the resource person from the Yucatan tours, Karen Bassie, and administrator Susan Florence. In January and February of 1988, thirty-three participants paid $2,275 ($600 tax deductible) to join the course "Guatemala: Land of the Jaguar Kings". The tour visited three Classic Mayan cities that represented the peak of Maya achievement: Tikal, Copan, and Quirigua; they also visited an archaeological excavation.

In addition to these art history tours, between 1984 and 1988, there were two music related educational travel tours, each occurring in 1988. The cost of the tour included pre-tour lectures (there were at least 3), return airfare, tickets to all performances, accommodation, two meals daily, all ground transportation, and tours which included services of a guide and entrance fees. In each case, the course began and ended in Edmonton. The resource person was Dr. Brian Harris, an associate professor in the Department of Music at the University of Alberta, and the on-site administrator was Susan Florence. Dr. Harris' Doctorate degree was in historical musicology, with a specialization in the history

of opera, and the instrumental and vocal music of 18th-century Italy.

Finally, for eight days in July and August, sixteen participants travelled to the 32nd season of the Santa Fe Opera Festival. The five opera performances took place in the partially covered Opera House perched on a hillside located a few kilometers outside of Santa Fe. The cost was $1575 and $600 was tax deductible. The second opera tour was four days in duration and took place in the month of December. Forty-one participants paid $898 ($380 tax deductible) to travel to one of the world's leading opera companies - the Opera in San Francisco. The group saw three operas which they had studied in detail in the pre-tour lecture: La Boheme, La Gioconda, and Lady Macbeth of Mtsensk.

5.3.2 Science and Technology Educational Travel Courses

Within the time period 1984 to 1988 the Unit of Science and Technology organized a total of nine educational travel courses for 204 registrants, of which five can be categorized as being historical or cultural in nature. One tour was to Egypt and Greece, and the remaining four were to the Asian continent: China, Thailand-Burma, Nepal-Tibet, and North-Central India. Prior to each course, two events occurred: a free information seminar about the course, and a set of orientation sessions ranging from three to five evenings in

duration. It was customary for the resource person of each course to conduct these sessions. All educational travel tours began and ended in Edmonton. In each case, the cost of the course included: tuition, orientation sessions, airfare, accommodation, most meals, all ground travel, transfers, local guides, and entrance fees to performances, museums and other sites.

In 1984, following an orientation session lasting four evenings, a party of twenty-six departed for an "Archaeological Trip to Greece and Egypt" in the month of May and returned twenty-three days later. The cost of the course was $4,159 with $700 being tax deductible. The resource person was Dr. Richard C. Smith and the on-site administrator was Ann Prideaux. Dr. Smith was Professor of Classics at the University of Alberta. He had been teaching Greek, Egyptian, and Ancient New Eastern Civilization and History since he joined the staff at the University of Alberta. Ann Prideaux was Administrative Assistant in the Science and Technology Unit. The group spent eight days on a Classical Tour of the ancient sites of Greece, five days on a cruise down the Nile River in Egypt and the remaining days in and around Cairo.

The next tour of this nature did not occur until May and June of 1986, and was called "China Silk Road Educational Travel/Study Trip". After six classroom lectures, resource person Dr. Brian L. Evans and administrator Ann Prideaux led a group of thirty-three participants to China. The course cost was $4,700 with $1,916 being tax deductible. Dr. Brian

L. Evans was Professor of History and Associate Vice-President (Academic - International Affairs) at the University of Alberta. He had taught Chinese and Asian history at the University, and had travelled to China on several occasions. The participants of this course travelled along the Silk Road from China's ancient capitals to the end of the Great Wall, visiting historic sites and experiencing the modern culture.

The remaining three historical or cultural type tours within this time period had as their resource person and on-site administrator Dr. Ernest Reinhold, Professor Emeritus and former Associate Dean, Faculty of Arts, at the University of Alberta. His academic interests included German, linguistics and anthropology which he had taught at the University. In recent years he had travelled extensively in Nepal, India and Southeast Asia. The orientation sessions consisted of three sessions of two hours in duration.

In February and March of 1987, eleven participants headed for a twenty-five day tour of Thailand and Burma, for a cost of $4,250 ($1,945 being tax deductible). The group explored the lush tropical environments of these countries with their warm, friendly people and their ancient and current cultures. In that same year a second group of eleven participants, in September/October, spent twenty-seven days on a tour of Nepal and Tibet. The focus of this tour was on the religious architecture dominating the scene in these countries, both Hindu and Buddhist. The palaces, shrines,

temples and monasteries assisted in telling the story of the history of these countries.

The last tour under the direction of Dr. Reinhold was to North-Central India in October and November of 1988. The cost was $4,750 with $3,050 being tax deductible. Eighteen participants spent thirty days studying the history, culture, religious heritage and contemporary life of this country and its people. There was one major difference between this and other tours offered by the Science and Technology Unit, this being that Dr. Reinhold did not accompany the group to and from Edmonton, but rather, he met and left them in India. Consequently, some of the participants did not approve of having a fellow student act as group leader on this portion of the journey.

The Science and Technology Unit also organized field trips to Bamfield Marine Station on the west coast of Vancouver Island. Bamfield Marine Station, established in 1972 by the Western Canadian Universities Marine Biological Society (WCUMBS), serves as a research and teaching facility for the five Western Canadian Universities of Victoria, British Columbia, Simon Fraser, Calgary and Alberta. Along with these universities, students from colleges, secondary schools, elementary schools, naturalist clubs and adult education groups make extensive use of the facility. The Faculty of Extension at the University of Alberta has been organizing such trips for over ten years.

Within the studied time period, with the exception of 1984, a Bamfield Marine Station Field Trip occurred every year during the Easter four-day long weekend in April. Between 1985 and 1988, the number of participants ranged from 17 to 33. The cost increased from $225 in 1985 to $295 in 1988. This fee covered the following: tuition, orientation session, use of the learning facilities, accommodation and meals at the Station, and transportation to/from Bamfield Marine Station-Victoria. It did not include transportation to and from Edmonton-Victoria. The orientation session was held at the University of Alberta approximately one week prior to the journey. At this 3-hour lecture-style session, the resource person Dr. Fu-Shiang Chai, a world-recognized invertebrate zoologist and past president of the WCUMBS, gave an introductory lecture. Also, the administrator from the Science and Technology Unit who would accompany the group to the station (this was usually Ron Kinney) gave a description of what to expect at the Station.

When the group reached the station, the teaching responsibility was handed over to the resident field trip coordinator; in 1985-86, this person was Jane Watson, and in 1987-88, Sally Carson. The field trip was regarded by the Unit as a learning experience in science, and the itinerary developed involved many 'hands-on' experiences and encouraged the asking of questions (Kinney, 1988, p.4). The schedule at the Station required students to be prepared for a full day

of learning from an 8:00 a.m. field excursion, to a 7:30 p.m. indoor laboratory study session.

5.3.3 Liberal Studies Educational Travel Courses

In the Liberal Studies Unit a total of twelve educational travel courses were offered in the 1984-88 time period to 112 participants. Another long-standing educational travel tour to the west coast of Canada was organized under the auspices of the Liberal Studies Unit. The destination of this tour was North of Vancouver Island, to the Queen Charlotte Islands. These Islands alone offer a unique opportunity; having escaped the last ice age, they have a special ecological appeal, and as home of the Haida Indian nation, they are rich in anthropological information. In June of 1984, the first course of this type was successfully completed, and in the years following, 1985 to 1988, two courses per year were conducted between the months of May and September.

Participants were required to find their own way to and from Sandspit on the Queen Charlotte Islands. The tour, which began in Sandspit, consisted of two parts: a two to four day land trip of Graham Island and a seven to nine day voyage aboard a seventy-one foot sailing vessel. The cost of this tour was $1,390 in 1984 and increased to $1,900 in 1988. It included most meals on the land portion, all meals on the boat, accommodation, and transportation in and around the Queen Charlottes. The tax deductible portion in 1986 was

$750 and in 1988 it was $1,000. There were usually ten participants on this course, as the sailing boat could only accommodate this number of guests.

For the most part, the journey was preceded by an information evening conducted by a resource person, which included basic ecological and anthropological information on the area. As well, information regarding logistics, equipment and other tips was presented.

The number of resource persons per course varied from year to year, but most commonly there were three. As least nine different resource people were employed for these nine different courses. Some were responsible primarily for the land portion, and others for the sea voyage. Present for all of these courses were the hosts of the marine portion, skipper Dr. Al Whitney and co-leader Irene Colebert-Whitney. Al Whitney had a background in environmental sciences and Irene Colebert-Whitney was a student of Northwest Coast anthropology. Other resource people included Dr. Tom Reinchen, Sheila Douglas, Dr. Bristol Foster, Dr. Jim Butler, Dr. Phil Stepney, Dr. Wayne Campbell, and Trudy Chatwin. From this group, two were from Edmonton, Jim Butler and Phil Stepney. The remainder of these resource people were residents of the west coast.

Information regarding the presence of a Faculty of Extension administrator in the first years of this course-offering is sketchy. It appears that either the former Dean of the Faculty of Extension, Charles Lockwood, or

administrative assistant Kim Kopala-Ghostkeeper was present for the courses in 1984 and 1985. After 1985, there was no official representation of the Edmonton administrators in the Liberal Studies Unit.

This course went through three name changes, from "West Coast Safari", to "Wildlife and Birds", to "Environmental Tours" of the Queen Charlotte Islands. The name change reflected the intended focus of the course. The first set, "West Coast Safari", offered from 1984 to 1986, focused on the overall experience of being at the Queen Charlotte Islands. In 1987 the second set was concerned mainly with "Wildlife and Birds" of the Islands. The third set of courses in 1988 concentrated mostly with "Environmental" issues of the area, particularly with the timely current affairs topic of the preservation of South Moresby Island as a wilderness area and national park.

In 1988 the Liberal Studies Unit initiated a new set of educational travel courses, the Vancouver Island Natural History Tours. An information evening, which included these courses plus the Queen Charlotte Island Tours, was organized with resource person Trudy Chatwin presenting a three hour slide-information lecture. All tours originated and ended at designated places on Vancouver Island. The presence of an administrator from the Liberal Studies Unit occurred only during the initial information lecture.

On the six-day "West Coast Whales and Natural History of Pacific Rim National Park" in April of 1988, there were only

two participants. This course was specifically timed to coincide with the annual migration of the Pacific Grey Whale. Trudy Chatwin, an experienced biologist who was a former naturalist of Pacific Rim National Park and resident of Vancouver Island, was the resource person. The cost was $645 and $300 was tax deductible.

A six-day camping trip "Sea-Kayaking in the B.C. Gulf Islands" had three participants. Resource people for this May tour included Trudy Chatwin, Jill Sampson and Charles Lockwood. Chatwin and Lockwood were already familiar names to this Unit. Jill Sampson was an experienced kayaker who acted as chief guide on the sea portion. The cost of $575 included kayak rental, food, ferry dues and accommodation; $200 was tax deductible.

Trudy Chatwin, in September of 1988, acted as resource person again for thirteen participants on a five-day "Killer Whales of Northern Vancouver Island" course which began in Port Hardy. Assisting Ms. Chatwin were two leading experts in Killer Whale research, Jim Borrowman and Bill McKay. The cost of $595 ($300 tax deductible) included accommodation in a rustic guest house, meals, and transportation. Registrants were responsible for their own transportation to and from Port Hardy.

Table 5.1: Educational Travel Courses offered by the Units of Fine Arts, Science and Technology, and Liberal Studies, 1984-1988, Faculty of Extension, University of Alberta

Year	Fine Arts	Science and Technology	Liberal Studies
1984	In Search of the Ancient Mayas: Art and Archeology Tour of the Yucatan	Archaeological Trip to Greece and Egypt	West Coast Safari: The Queen Charlotte Islands
1985	In Search of the Ancient Mayas: Art and Archeology Tour of the Yucatan	Bamfield Marine Station Field Trip	West Coast Safari: The Queen Charlotte Islands
	In Search of the Ancient Mayas: Art and Archeology Tour of the Yucatan		West Coast Safari: The Queen Charlotte Islands
1986	Land of the Incas: Art and Archeology Tour of Peru	Bamfield Marine Station Field Trip	West Coast Safari: The Queen Charlotte Islands
		China Silk Road Educational Travel/ Study Trip	West Coast Safari: The Queen Charlotte Islands
1987	Greece: Temples and Landscapes	Thailand-Burma Educational Travel Tour	Wildlife and Birds of the Queen Charlotte Islands
		Bamfield Marine Station Field Trip	Wildlife and Birds of the Queen Charlotte Islands
		Nepal - Tibet Educational Travel Tour	
1988	Guatemala: Land of the Jaguar Kings	Bamfield Marine Station Field Trip	Environmental Tour of the Queen Charlotte Islands
	Opera at Santa Fe	North-Central India Educational Travel Tour	Environmental Tour of the Queen Charlotte Islands
	Opera in San Francisco		West Coast Whales and Natural History of Pacific Rim National Park
			Sea-Kayaking in the B.C. Gulf Islands
			Killer Whales of Northern Vancouver Island

Table 5.2: Type of Educational Travel Courses offered by the Units of Fine Arts, Science and Technology, and Liberal Studies, 1984-1988, Faculty of Extension, University of Alberta

Fine Arts

Art History Tours

- In Search of the Ancient Maya: Art and Archeology Tour of the Yucatan
- Land of the Inca: Art and Archeology Tour of Peru
- Greece: Temples and Landscapes
- Guatemala: Land of the Jaguar Kings

Music Tours

- Opera at Santa Fe
- Opera in San Francisco

Science and Technology

Historical/Cultural Tours

- Archaeological Study Trip to Greece and Egypt
- China Silk Road Educational Travel/Study Tour
- Thailand-Burma Educational Travel Tour
- Nepal-Tibet Educational Travel Tour
- North-Central India Educational Travel Tour

Bamfield Marine Station Field Trips

- Bamfield Marine Station Field Trip

Liberal Studies

Queen Charlotte Islands Tours

- West Coast Safari: The Queen Charlotte Islands
- Wildlife and Birds of the Queen Charlotte Islands
- Environmental Tours of the Queen Charlotte Islands

Vancouver Island Natural History Tours

- West Coast Whales and Natural History of Pacific Rim National Park
- Sea-Kayaking in the B.C. Gulf Islands
- Killer Whales of Northern Vancouver Island

5.4 Summary

Table 4.1 shows the names of the educational travel courses offered within each of these units between 1984 and 1988 based on the information in existing files. The number of successful courses which took place increased from 3 in 1984 to 10 courses in 1988. Total participation increased from 72 in 1984 to 172 in 1983. There was a grand total of 29 courses offered within this time period with 529 participants. Overall, these tours were designed for a general audience.

Based on who organized the course and what the nature of the subject matter, these educational travel courses fall into natural groupings. The categorization is shown in Table 4.2. The Fine Arts Educational Travel courses fall into two groups: Art History Tours and Music Tours; the Science and Technology courses into two groups: Historical/Cultural Tours and Bamfield Marine Station Field Trips; and, the Liberal Studies courses into two groups: Queen Charlotte Islands Tours and Vancouver Island Natural History Tours.

Chapter 6

The Faculty of Extension Educational Travel Program: Analysis

6.1 Introduction

In Chapter 5, the educational travel courses that were offered by the Faculty of Extension from 1984 to 1988 were described. The purpose of this Chapter is to analyze these courses that were provided within this time period. This analysis includes the following topics: educational component of the courses, formats used by the units, participant characteristics and course characteristics.

6.2 Analysis of the Educational Component

The second sub-problem stated in Chapter 1 relates to the educational travel experiences which are currently provided by the Faculty of Extension; more specifically, it concerns the educational objectives and the presence of learning in the travel experiences. This section consists of three sub-topics: identification of learning objectives and analysis of the learning activities in the stages of the educational travel experience; assessment of the educational component through course evaluations; and, qualifications of the resource people.

6.2.1 Identification of Learning Objectives and Analysis of the Learning Activities in the Educational Travel Experiences

In Chapter 2, the five stages of the educational travel experience were identified as being: anticipation and planning; travel there; on-site behavior; travel back; and, recollection and evaluation. Providers of educational travel have the responsibility of facilitating for learning. As discussed in Chapter 2, the optimal learning experience would include provision of learning activities in all of the five stages of the educational travel experience. To determine whether this provider, the Faculty of Extension, was supplying an optimal learning experience, a simple analysis was conducted of the organized learning opportunities supplied by each unit for each course (see Table 6.1).

With respect to the educational travel experience, the first stage consisted of identifying the learning objectives of the course. It is important, therefore, to describe the educational objectives of the educational travel courses offered by the Faculty of Extension from 1984 to 1988. Once these have been determined, these objectives may be used to examine the extent of learning opportunities provided in each of the five stages of the educational travel experience. It is not intended to judge these objectives on their worth, only to determine their existence.

The educational objectives of the various courses in the six categories in Table 5.2 were rarely explicitly stated as

such; however, evidence of implicitly stated objectives were found within the files and through interviews with those involved in providing these courses.

From an interpretation of the material in the files, the educational objective for the **Art History Tours** in the Fine Arts Unit was :

> To explore the remains of ancient civilizations whose achievements in art and archaeology are unsurpassed, and experience the modern-day culture and time honored traditions.

The following quote from the educational travel brochures can be added:

> To provide an entree to areas that may not be easily accessible by the individual; to provide the opportunity to see, on site, the places, objects or processes that have been discussed in the preceding art history courses.

The educational objective of the **Music Tours** in the Fine Arts Unit, also based on an interpretation from the files, was:

> To observe and hear firsthand musical performances by world-class companies, which have been discussed in detail in preceding music courses.

From a combined interpretation of the materials in the files and discovery of a written objective from the 1986 China tour, the educational objective of the Science and Technology's **Historical/ Cultural Tours** was:

> To study and visit places of historical interest and cultural diversity of past civilizations; and also, to see and learn about the contemporary life and activities of the country or countries visited, both urban and rural.

The educational objective of the **Bamfield Marine Station Field Trips** offered by the Science and Technology unit was obtained from the 1986 file, as follows:

> To provide an opportunity for those interested in natural history to see and learn about marine habitats and the marine life living in them on the Pacific Coast of Canada; to see marine experiments in progress; to study firsthand some of the marine specimens collected; to see and to hear about the future productivity of the sea for food and other resources for man.

Brochures from the Liberal Studies Unit explain that educational travel provides the best possible learning environment which combines on-site visitations with top-quality instruction. In this case, the destinations include the Queen Charlotte Islands and Vancouver Island. The educational objective of the **Queen Charlotte Islands Tours**, taken from the brochures was:

> To provide an opportunity to experience an especially beautiful part of the world, to enjoy its natural resources - forest, marine, wildlife, human - and through interaction with highly qualified resource people and the environment; to promote a well informed and balanced perspective regarding the issues surrounding the use and future to this unique natural resource.

The educational objective of the **Vancouver Island Natural History Tours** implied in brochures, though not explicitly stated was:

> To gain an appreciation of marine and shoreline environment of Vancouver Island, and the art and culture of the native people of the area, through on-site visitation and top-quality instruction.

On the whole, it is unclear as to whether the participants of the courses were actually aware of these

Table 6.1: Checklist for Organized Learning Activities For Each Stage of the Educational Travel Experiences Coordinated by the Units of Fine Arts, Science and Technology, and Liberal Studies, 1984-88

Course	Stages of the Educational Travel Experience				
	Stage 1 anticipation & planning	Stage 2 travel there	Stage 3 on-site behavior	Stage 4 travel back	Stage 5 recollection & evaluation
Fine Arts					
Art History Tours					
Yucatan (3 Tours)	•		•		
Peru	•		•		
Greece	•		•		
Guatemala	•		•		
Music Tours					
Santa Fe	•		•		
San Francisco	•		•		
Science & Technology					
Historical/Cultural					
Greece-Egypt	•		•		
China	•		•		•
Thailand-Burma	•		•		
Nepal-Tibet	•		•		
India	•		•		
Bamfield Marine Station Field Trips (4 Field Trips)	•	•	•	•	
Liberal Studies					
Queen Charlotte Islands Tours (9 Tours)	•		•		
Vancouver Island Tours (3 Tours)	•		•		
Proportion offering organized learning actitivities	29/29	1/29	29/29	1/29	1/29

Total Number of Courses = 29

objectives. It could not be deduced from the written material found in the files whether or not the participants were provided with a categorical statement of the specific educational objectives of each of these courses. However, the overall educational aspect of this type of course was stated. The Fine Arts and Liberal Studies advertising brochures gave reference to the purpose of educational travel in general.

Basically, the objective was described as an opportunity to experience something firsthand through top-quality instruction, thereby enhancing what had been learned in a preceding course. How do these objectives correspond to the stages of the educational travel experience?

A checklist was made of whether organized learning activities were coordinated by the units for the courses offered during each stage of the educational travel experience (see Table 6.1). From a provider's perspective, the stage which received the most attention and required the most organization was the third of on-site behavior. It is not surprising to find that the educational objective of each course focused on this stage. A more detailed analysis of this phase related to the learning that actually occurred was beyond the scope of this study. Consequently, a topic for future research would be to conduct a participant-observation study of the actual educational travel experiences and analyze the on-site facilitation of learning.

Stage one received the second-most attention by the providers. Within this phase of planning and anticipation, four types of organized learning activities occurred over the past five years: 1) an information evening, 2) a lecture session, 3) an orientation session, and/or 4) a combined lecture-orientation session. The information evening was free of charge and basically intended to attract students. In the lecture session, information was presented on the chosen subject-matter and destination, and supplemented with slides, films, and video tapes. This session was either a single lecture or a set of three to eight sessions. In the orientation session, which was either a single or a set of two sessions, basic information was disseminated related to the logistics of the course. In the final category, the organizers chose to combine the lecture and the orientation session. This was organized as either a single meeting or a set of three sessions.

The only course to plan for learning activities in stages 2 and 4 were the field trips to Bamfield Marine Station. As the participants travelled together for 5 hours from Victoria to their destination of Bamfield Marine Station, learning activities were organized by the Faculty of Extension representative. This person was described by the unit as the 'Trip Leader'.

Only one course had formally coordinated a learning activity in Stage 5. Participants from the China trip were asked to attend a post-trip meeting where each would bring

five of their favorite slides. Similar activities occurred in the courses offered by the Fine Arts and Liberal Studies units; the difference was that the participants themselves organized a get-together, and then invited unit representatives to attend.

Stage five of the educational travel experience also includes "evaluation" of the experience; this is discussed in the next section.

6.2.2. Assessment of the Educational Component Through Course Evaluations

Part of the fifth stage in the educational travel experience is determining if the learning objectives have been met. This aspect will be dealt with from the providers' perspective, with the main questions being: were the participants of the educational travel courses offered by the Faculty of Extension from 1984 to 1988 given an opportunity to provide a written evaluation of the educational component of the course; how was this conducted; and what were the results of the evaluations related to the educational component?

The written evaluation questions were mailed to each participant when they returned home. Each unit had developed their own set of evaluation questions. Fine Arts and Liberal Studies used only one type of evaluation, while Science and Technology used 7 different types of evaluations, 4 for the Historical/Cultural Tours and 3 for the Bamfield Marine

Station Field Trips. See Appendix 2 for a more detailed description of the evaluations, along with the responses to the questions that related specifically to the educational component.

Examples of questions that asked respondents to evaluate the the educational component include the following: as an educational experience, how did this trip rate?; did you learn anything?; how would you rate the resource person?; and, rate your overall satisfaction with the pre-tour information sessions.

If every participant had completed an evaluation for the educational travel courses offered from 1984 to 1988, it would have been necessary to analyze 529 forms. Since some sets of evaluation forms could not be found, this possible maximum number was reduced to 448. Using this second figure as the maximum, the rate of return of the evaluations was 63% (281 forms). The total number of questions on the forms ranged from five to fourteen, with the average number being seven questions. There was an average of two questions on the total of nine different types of evaluations that dealt specifically with the educational component; the range of the number of these questions on the various evaluations forms was from zero to four. Based on these statistics, it can be said that a rather limited amount of attention and resources were devoted to evaluating the educational component of the travel courses.

What were the responses to these questions on the whole?

Most of the responses to the questions that had a 4 or 5-point rating scale (1-lowest rating, 4 or 5-highest rating) were at the upper end of the scale, somewhere between the very highest and the next highest rating. From the yes-no type questions (yes being a positive reaction to the educational component and no being a negative reaction) the only response given was yes. The questions that invited comments received a mixture of praise and suggestions for improvement. However, it should be noted that some of the questions were leading in that they prompted the respondents to answer in a certain way. Examples of leading questions include: did you find the orientation sessions and the material which was provided helpful - what was most useful to you?; did the orientation sessions assist in your preparation for and enjoyment of the tour?; in what way did this educational tour contribute to you understanding and appreciation in the countries visited?

An analysis of the questions dealing specifically with the educational component shows that their subject matter fell into three categories: 1) pre-tour information; 2) resource person; and, 3) educational value of the trip.

The Fine Arts evaluations asked the participants to rate their satisfaction of the pre-tour information session and the resource person, then provide comments. The subject matter of these questions varied within the seven different Science and Technology evaluations. Three of the forms asked that the participants evaluate either the orientation

session, the provided written material or the reading list. Only two of the forms asked that the participants evaluate the resource person; on one form the participants were asked to comment on the value of having a resource person, and on the other they were asked only to rate the leadership ability of the resource person. Five of the forms asked that the participants evaluate the educational value of the course or if they had 'learned anything'. The two questions related to the educational component on the Liberal Studies evaluation form asked that the participants rate the educational component and the resource person; written comments regarding these topics were not requested.

The participants of these courses were given the opportunity to evaluate several other aspects of the course, from accommodation and transportation provided to overall organization of the course and whether they would recommend it to their friends. Since these courses are regarded by the provider as educational courses, it is unfortunate that more attention was not given to evaluating the educational component of the course.

The usefulness of an evaluation is subject to the quality and type of questions asked. The following recommendations for modifying the written evaluations of the courses is based on the literature discussed in Chapter 2. As the process of evaluation is linked to the five-stage cycle of the educational travel experience, the recommendations also affect the other stages. Therefore, in

order to improve the final stage of evaluation, changes must also be made to stages one through four.

Education was defined as a conscious, planned, sequential, systematic process, based on learning objectives. The first stage of the learning process and of the educational travel experience includes identifying the learning objectives of the course, so that in the final stage it can be determined whether these objectives were met. Some of the responses on the questions regarding pre-tour information gave an impression that these participants were not made aware of what the learning objectives were for each individual course. For example, individuals participating in an educational travel course offered by an art history program should be anticipating that the learning objectives of the course would be concerned mainly with art history. Yet, some participants' responses to the questions regarding the pre-tour lectures and the resource person were that they had hoped that the subject matter was more encompassing, less specific to the topic of art history, and that the resource person had provided a more general overview. Had these individuals not realized that they had been on an 'art history' course or had they originally desired a general history course about the destination? If they would have been made aware of the learning objectives from the very beginning, then discontent among these group members may not have occurred.

This leads one to ask whether the participants had, on any of the educational travel courses, been provided with either a written or verbal description of the learning objectives of the course? Would it have been beneficial for all those involved if detailed objectives were stated in written form for each course and distributed during stage one, so that they may be evaluated more thoroughly in stage five?

It was unclear as to what exactly was provided for those who could not attend any of the pre-lecture tours or the orientation sessions. From the evaluation responses it was obvious that a small but substantial percentage of participants did not attend. It seems that this group relied heavily on the reading material, therefore it was imperative that the course reading list be provided within an acceptable period of time prior to departure.

Related to the optimal facilitation of learning (Brookfield, 1986), an additional four questions could be added to the evaluation of the educational travel experience as follows. For each of the planned learning activities, did the activity meet the needs of the participant and was this activity conducted in a comprehensible manner? What was the relationship between the educator and the learner? What was the overall climate for learning and did the learner feel comfortable? Was there learning throughout the five stages of educational travel experience in order to facilitate 'praxis'?

If they have not already done so, the providers in the three units should consider some of the suggestions made by the participants on the evaluations regarding improvements of the educational component. Suggestions included: providing learning for those who cannot attend the pre-tour study sessions; refining the subject material of pre-tour information; and, fulfillment of the responsibilities of the resource person during all five stages of the educational travel experience.

6.2.3. Evaluation of the Resource People and Their Qualifications

As discussed in the previous section, part of the evaluation of the educational component involved reaction to the resource person. The following is a further description of the results of the questions that related specifically to the resource person.

The average rating of the resource people used by the Fine Arts Unit on a 5-point scale (1-very dissatisfied, 5-very satisfied) of the overall satisfaction of the participants with the resource person was a relatively positive 4.4. In Science and Technology Unit, only two of the seven different evaluation forms asked the participants to evaluate the resource person; one asked to comment on the worth and the other to rate the person's leadership ability. There was no doubt by the respondents that the resource person was a valuable part of the total experience. The

average of the responses to the second question of rating the leadership ability of the resource person (1=poor, 5=good) was 4.4. Finally, the participants evaluated the Liberal Studies resource people by answering a question that asked them to rate the course resource person on a 4-point scale (1=poor, 4=excellent). Again, the rating was positive, with the average of the responses being 3.9.

Those participants who were not completely satisfied with the resource person commented on aspects such as: quality of knowledge of the resource person; over-specialization of information disseminated by the resource person; time and amount of on-site lecturing; approachability of the resource person; preference to listening to accompanying resource person rather than local guides; and, absence of resource person during stages 2 and 4 of the educational travel experience. If not already done so, these aspects should be taken into consideration in the provision for future educational travel experiences.

Having the appropriate resource person was described by some providers as one of the most important aspects of a successful educational travel experience. The remainder of this section deals with the qualifications of the resource person.

The resource person plays a key role in facilitating learning, as outlined by Brookfield (1986), particularly related to setting a group climate conducive to effective learning. If expertise was one criterion for selecting the

resource person, it can be said that each person was an authority in his/her field. Related to educational qualifications, twelve of these twenty-three resource people possessed a Ph D in the subject matter of the educational travel course. The others possessed the appropriate academic credentials related to the subject matter of the course. Another vital requirement of the resource person, the ability to relate and communicate to adult students, could not be sufficiently analyzed based on the information in the files. It was, however, discussed by the providers as a very important aspect when selecting the appropriate resource person for the educational travel course.

A third essential requirement involved the development of mutual trust and respect between the provider and the resource person. This was of particular importance when the resource person was not an academic staff member of the Faculty of Extension and was given the dual responsibility of being the 'Faculty representative' and 'resource person'.

6.3 Formats Used by Each Unit to Organize Educational Travel and Proposal of an Ideal Format

This section focuses on the differences between the three units of the Faculty of Extension in the manner in which the educational travel courses were organized related to the educational component, and then a proposal is made of an ideal format. In doing so, the following matters will be considered: 1) the learning activities planned during each of

the five phases of the educational travel experience; 2) the requirements of the resource person; 3) the absence or presence of an on-site administrator representing the unit; and, 4) the person responsible for making travel arrangements to and from the destination.

6.3.1 Description of the Different Formats Used by Each Unit

In the educational travel courses organized by the **Fine Arts Unit**, the learning activities within the courses occurred in stages 1 and 3. If the members of the group decided on their own to have a post-trip reunion in stage 5, and if the faculty member was invited to participate, then assistance by the unit was offered. No formal learning was planned. A resource person of the highest quality was sought, including one who had both the knowledge-base in the subject matter and the ability to 'teach' adults. The importance of a capable resource person was such that if an appropriate candidate could not be found, the educational course would be cancelled. Every attempt was made at having an on-site administrator represent the unit during each course. It was discovered in the early courses that this person played an important role in assisting in the entire operation of the course. The members of the unit believed that it was very important for arrangements to be made for the group to travel together; therefore, the group stayed as a unit throughout the entire journey between Edmonton and

the destination. This promoted group cohesion, which in turn assisted in the learning process.

The format used by the **Science and Technology Unit** followed a similar structure, with some procedural differences, as described below. The process for selecting the resource person for the last three Historical/Cultural Tours differed. Rather than selecting a resource person after devising a course topic, the resource person approached the unit, and presented the entire package. This person created the itinerary, then upon approval, the unit staff and he proceeded to make all the arrangements. This person was also expected to be both the on-site administrator and the resource person during stage 3. With the exception of these three Historical/Cultural Tours, an on-site administrator from the unit was present. It was thought that in the future, where possible, this on-site administrator should be an 'academic' staff member of the unit. As with the Fine Arts international tours, the Science and Technology unit took the responsibility of making all travel arrangements. For the Bamfield Marine Station Field Trips, the individuals were responsible for finding their own way to and from Edmonton-Victoria. It was found that this arrangement was appropriate as some participants combined the course with an extended stay on Vancouver Island.

In the **Liberal Studies Unit**, data with respect to the format used in previous years were limited. In this Unit, educational travel was seen as being a component of an entire

course package, to be used as a means of enhancing the learning of a particular subject. Consequently, the organization of future programs will include more pre-tour learning in stage 1. In the past, no real attempt was made to ensure that a unit representative be present during stage 3, however, the present programmers would like to supply such a person as they feel that it will improve the continuity of the course. They feel that the travel arrangements to and from a destination should be left to the participant. The reason for this is that there are indications that future block-booking of groups on airline flights will become increasingly difficult. Therefore, it will be more economical for the participants to make their own travel arrangements to the destination.

6.3.2 Proposal of an Ideal Format

The following is a **proposed ideal format** for provision of an optimal amount of learning. It is recognized that this is an idealistic proposal and the reality may be that it may not be 'practical'.

1) the organizers should consider organizing learning activities through all five phases of the travel experience in order to facilitate 'praxis'. At the Faculty of Extension, the most neglected phase is the final one, where organized follow-up activities should be taking place. Attempts have been made by some units to organize activities in stage 5, however, the appropriate 'learning

activity' has yet to be discovered. Other neglected phases include 2 and 4, travel between home and the destination. Ideally the facilitators of learning should be promoting activities during these stages for the members of the group to participate in, even if it is as simple as encouraging discussion among group members about the subject matter of the course.

2) the resource person must be of the highest quality with respect to both knowledge of the subject matter, and also have the skills necessary in being a facilitator of learning. He/she should be able to interact with adults, and should be capable of handling the pressure of being 'teacher' for all of the five stages of the educational travel experience.

3) a high quality administrator must be present during all of the 5 phases of the travel experience, particularly at stage 3. This person could be described as the 'on-site administrator'. The course, in general, requires a great deal of coordination; attention to detail is imperative as once the group has departed, it is very difficult to have control of the situation from Edmonton. If an administrator is present, then this frees the resource person from these responsibilities, consequently enhancing the learning experience.

4) the group, consisting of a resource person, an administrator and participants, should travel together throughout the entire educational travel experience.

In brief, the proposed 'ideal format' for an educational travel course, incorporates the principles for facilitating effective learning as outlined by Brookfield (1986). Overall, the course must be of high quality allowing for development of a critical mind set, must have an appropriate group climate where mutual respect exists, and must include provision for learning in each of these five stages.

6.4 Participant Characteristics of Educational Travel

The third sub-problem discussed in Chapter 1 relates to the identification of the current participant of the educational travel courses offered by the Faculty of Extension. This section is divided into three sub-sections: overall analysis of the Extension General participants; further analysis of the Extension General participants; and, participant characteristics comparison.

6.4.1 Overall Analysis of Extension General Participants

From 1984 to 1988, there were a total of 529 participants of the 29 educational travel courses offered by the Faculty of Extension. From this total, data on twenty-one individuals on two Queen Charlotte Island Tours was not available. Therefore, the following description and analysis is based on data from 508 participants.

Table 6.2 summarizes the gender and place of residence of each of the participants. A more detailed breakdown can

be found in Appendix 3. Overall, two out of three educational travel participants (66%) were female, with four out of five (83%) from Greater Edmonton.

These percentages are consistent for five of the six course categories, with the Queen Charlotte Island Tours being the exception. On these courses, the female:male ratio was slightly more balanced at 60:40, and a significantly higher percentage of the participants (30%) lived outside of the Greater Edmonton area.

Table 6.2: Gender and Place of Residence by Course Category of Participants in Educational Travel Courses, Faculty of Extension, 1984 to 1988

Course	Gender		Place of Residence			
	Female	Male	Greater Edmonton	Outside G Edm	Other Prov in Canada	Other Countries
Fine Arts						
Art History Tours	100	56	134	19	2	1
Music Tours	40	17	54	1	2	0
Science & Technology						
Historical/Cultural	69	30	85	7	6	1
Bamfield Marine Station	71	34	88	13	4	0
Liberal Studies						
Queen Charlotte Islands	44	29	43	5	20	5
Vancouver Island Tours	12	6	15	1	2	0
Total	336 66%	172 34%	419 83%	46 9%	36 7%	7 1%

There are two possible explanations for these differences. First, related to the gender ratio, it may be seen as an experience for couples, thereby discouraging participants who would take part on their own. The second difference concerns the place of residence. This may be explained by the variation in distribution of advertising materials. Generally speaking, the educational travel courses offered by the Faculty of Extension were advertised to those living in and around the City of Edmonton. In the case of the Queen Charlotte Island Tours, the company responsible for the sea voyage advertised these tours with their course offerings. As a result, this attracted a greater number of non-local participants.

On the list of the 508 participants, 140 names appeared more than once. In total there were 65 participants or 15% who could be classified as multiple course participants or 'repeat users' of educational travel at the Faculty of Extension. Fifty-six participated in at least two courses, eight participated in at least three courses, and there was one person who attended four courses. Unfortunately, profile data on the total sample of 508 participants was limited to the information that existed in the files; consequently, only the variables of gender and place of residence could be analyzed. The next section, however, focuses on a subset of the educational travel participants in which further data were found.

6.4.2 Further Analysis of Extension General Participants

Of the total number of participants, 48% took part in educational travel courses which had international destination and were at least two weeks in duration. The courses within this description include all of the Art History Tours offered by the Fine Arts Unit and the Historical/ Cultural Tours offered by the Science and Technology Unit. An in-depth profile was conducted of these participants excluding the Historical/Cultural Tour to Greece and Egypt where data was incomplete. The group of courses will hereby be referred to as the 'international tours'. The following profile of these 229 participants includes: gender, place of residence, age, occupation and multiple course participants or 'repeat users'.

The female:male ratio on the international tours was identical with the overall population studied at 66:34. The proportion of participants whose place of residence was Greater Edmonton was similar to the total populations studied at 86%. The range in age of the participants on the international tours was 14 to 84 years, with 53 years being the mean, 57 years the median and 58 years the mode (see Figure 6.1).

Within each of the five-year age category, the number of females was either greater than or equal to the number of males (see Figure 6.2). In the 35 to 39 years and the 45 to 49 years age categories, there was a somewhat higher

proportion of females, and in the 55 to 59 years and 65 to 69 years age categories, there was a significantly higher proportion of females.

Figure 6.1 reveals that within the total overview of the age categories, there exists two 'peaks' and three 'valleys'. The first smaller peak includes the age range of 25 to 44 years; the second larger peak includes the age range of 55 to 74 years. Two of the valleys are predictable, the age groups under 24 years and over 75 years. But, one unexpected valley concerns individuals aged 45 to 54 years. A possible explanation to this is discussed in Chapter 7.

These people came from a variety of occupations (see Figure 6.3). The majority were employed in various positions, however, from the seven categories of: 1) professional or senior managerial, 2) middle or low management, 3) technical, 4) homemaker, 5) trade or semi skilled, 6) retired, and 7) other, the largest group were retired (29%). Not far behind, were those in professional or senior managerial positions (27%). This group included occupations such as: senior administrators, engineers, lawyers, physicians, dentists, nurses, professors, and teachers.

Figure 6.1: Age Distribution of the Participants on International Tours offered by the Faculty of Extension, 1984 to 1988

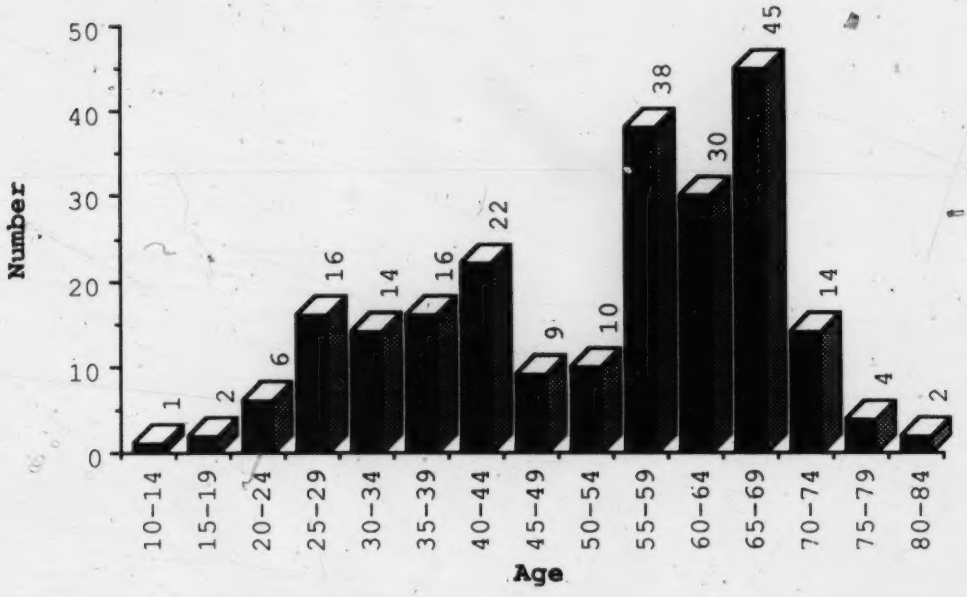


Figure 6.2: Age Distribution by Gender of the Participants of International Tours offered by the Faculty of Extension, 1984 to 1988

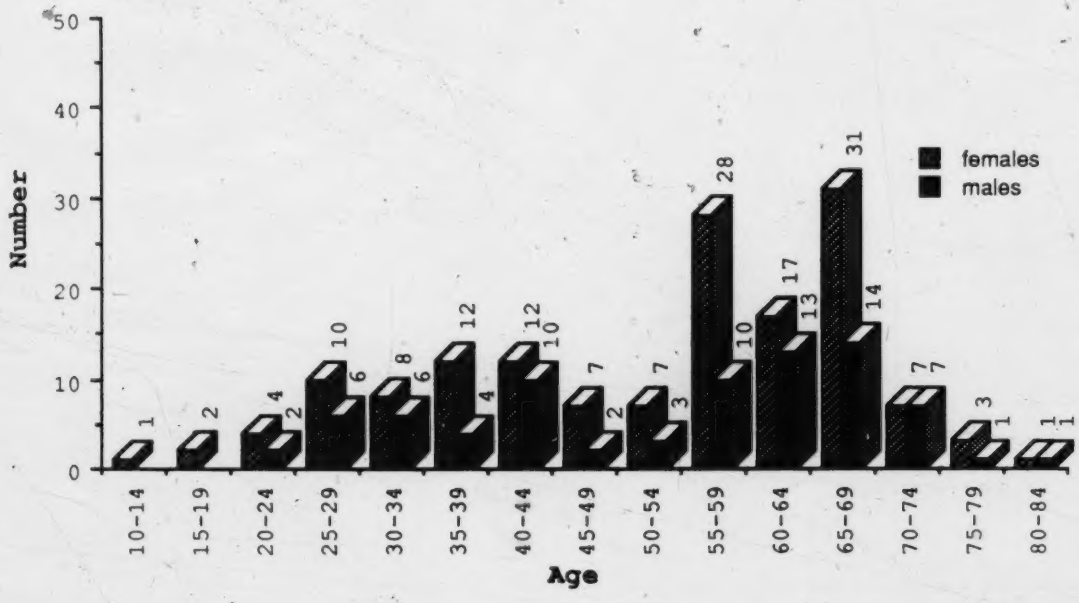


Figure 6.3: Occupation Distribution of the Participants on International Tours offered by the Faculty of Extension, 1984 to 1988

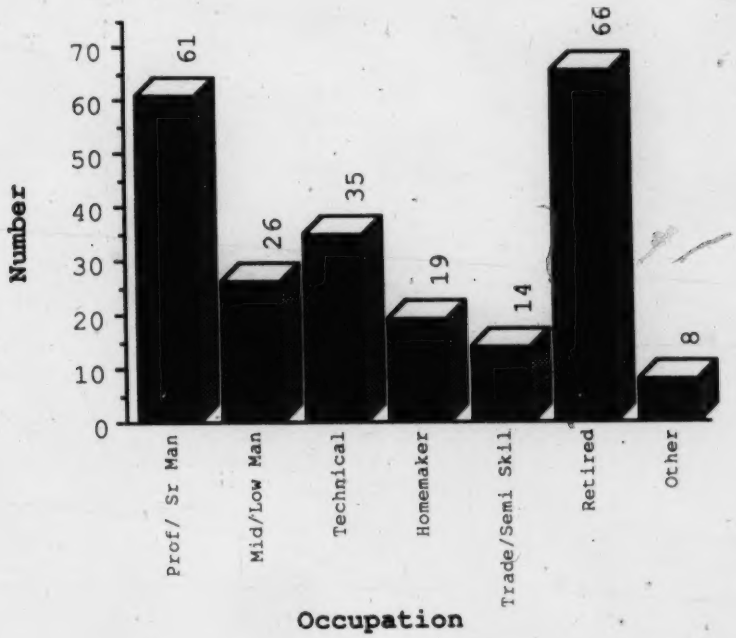


Figure 6.4: Types of Professional/Senior Managerial Occupations of the Participants on International Tours offered by the Faculty of Extension, 1984 to 1988

Fifteen percent were from the technical occupations such as lab technicians, draftsmen, dental hygienists, librarians, and museum curators. Twelve percent were from the middle or low management or other white collar occupations such as consultants, civil servants, secretaries, court reporters and investors. Only eight percent were homemakers, and six percent in trade or semi-skill occupations such as salespersons, pipefitters, cooks and electricians. The final three percent fell into the other category consisting of a few students, a farmer, a musician, a handweaver, and a model.

It is interesting to note that when those participants in the professional or senior managerial occupations were further analyzed (see Figure 6.4), a high percentage of these participants on international tours were employed either in the area of health (40%) or education (33%).

The overall profile of a typical participant of an international tour is: older (between 55 and 69 years of age), female, living in Greater Edmonton, and either retired or employed in a professional or senior managerial occupation.

From the total number of multiple course participants or repeat users, seventy-five percent were participants of these international tours. Given this unusually high occurrence of repeat users, a further analysis of this sub-category was undertaken and includes: place of residence, gender, age and occupation.

With the exception of two, all of the repeat users were from Greater Edmonton (98%). The female:male ratio was identical to the total population studied at 66:34. Most of the individuals from this sub-group were between 65 and 69 years of age (33%), and another thirty percent were between 55 and 64 years of age. One out of four of these repeat users was female between the age of 65 and 69 years. A great majority from this category were retired, however among the male population, most were employed in professional or senior managerial positions.

The overall profile of the typical international tour repeat user is as follows: female, elderly (between the age of 65 and 69), living in Greater Edmonton, and retired. Basically, these people seem to have the time and money to attend these educational travel courses repeatedly.

6.4.3 Participant Characteristics Comparison

At the University of Alberta, there are at least two other offices which offer forms of educational travel, Special Sessions and Alumni Affairs.

Special Sessions is a division of the Faculty of Extension separate from the Extension General Courses. This office is responsible for the organization and administration of credit courses in the spring and summer university term, as well as courses off-campus. It provides extra-sessional credit courses at both the undergraduate and graduate level to full-time and part-time students. Educational travel

opportunities fall within the 'Special Programs' section of the Special Sessions division.

Alumni Affairs offers a travel program to the alumni of this University. The purpose of the program is to present a viable and stable alternative travel opportunity, and allow participants the chance to travel with fellow alumni. This Office acts as intermediary between the potential participants and the established travel companies. The Office staff have selected travel companies which have developed tour packages that include an informal learning experience known as 'cultural enrichment'. The learning experience includes the accompaniment of an expert who will provide insight into the history and culture of the destination for those within the group who are interested; it is not mandatory that the members of these tours attend the cultural enrichment sessions.

A brief analysis was conducted of the participants of these educational travel experiences. The purpose of this analysis was to compare the participant characteristics in order to determine whether the Special Sessions and Alumni Affairs educational travel experiences could be considered as 'competition'. This analysis includes: total number of participants from 1984 to 1988, age, and for Special Sessions courses only, multiple course participants and gender.

The aspects of place of residence and occupation, each important in determining one's competition, were excluded in this portion of the analysis as the existing secondary data

were inadequate. For the most part, the information found in relation to place of residence for the former students in the credit courses indicated their mailing address while registered in courses at the University of Alberta the Edmonton area. But, these addresses were misleading since upon completing their courses, these students probably moved back to their permanent address or took up residence where ever they received employment.

Data concerning the second point of occupation was not available. However, it should be noted that in both of these groups, the individuals either possess a university degree or are in the process of receiving one. Therefore, it is most likely that their occupation is or will be professional or senior managerial. Since the analysis of participants' occupations in the Extension General educational travel experiences revealed a large portion of individuals employed in professional or senior managerial positions, then it could be stated that these programs are 'competition'.

Within the 'Special Programs' sections of the Special Sessions divisions there were 36 educational travel courses conducted outside the province of Alberta between 1984 and 1988 with a total of 584 participants. Twenty-three of these courses were part of the French Immersion program in Jonquiere, Quebec. Overall, three-quarters of the participants (76%) were female and over half (54%) were under 30 years of age. The age ranged from 18 to 58 years, the mean was 30 years, the median 28 years and the mode 22 years.

The characteristics of the participants in courses with international destinations differed slightly. The female.male ratio was almost identical with the Extension General international tours at 65:35. The mean age was 26 years, median age 23 years and the mode 21 years. Over half of the participants (56%) were within the 5-years age range of 20 to 25 years.

From the list of 584 registrants, 342 names appeared more than once. In total, there were 168 participants or 49% who could be classified as multiple course participants. Almost all of these repeat users were part of the French Immersion program.

Within the Alumni Affairs travel program between 1985 and 1988, there was a total of 247 participants in 19 travel opportunities. Data collection concerning participant characteristics is very limited. However, it was discovered that advertising of the upcoming tours involved the mailing of brochures to chosen alumni. The target group of these tours was those individuals who had graduated from the university 20 or more years ago. The current age of this target group translates to being approximately 45 years and older. The Programs and Services Manager of Alumni Affairs indicated that the majority of participants were 60 years of age and retired. Information on gender ratio was not available.

Based on the characteristics of the participants, it can be said that the Special Sessions and the Alumni Affairs

educational travel experiences cater to two different age groups. The majority of the Special Sessions participants were under 30 years of age, and the majority of the Alumni Affairs participants were over 60 years of age. Within the university setting, does the Extension General educational travel program have competitors? To some extent, both of these Offices are competitors. But, Alumni Affairs appears to be greater competition, since the majority of Extension General participants tend to be over 55 years of age.

In Appendix 1, information from Statistics Canada is provided on the characteristics of residents of Alberta returning from countries other than the United States. If this information is combined with the population statistics in Chapter 3, it can be seen that some age groups in Alberta have a proportionately higher representation in international travel. Twenty-four percent of the population in Alberta is between the ages of 35 and 54 years; but, this age group makes up thirty percent of all international trips by Albertans. Seven percent of the population in Alberta is between 55 and 64 years; however, this age group makes up fifteen percent of all international travel by Albertans.

Of those educational travel programs accommodating people aged 20 to 34 years, it can be said that they were competing for 30% of the international travel market in Alberta as this age group made up 30% of all international trips by Albertans. Found within this age category were 15% of the Extension General and 75% of the Special Sessions

international educational travel participants. Found within the 35 to 54 years age category, were 24% of the Extension General and 16% of the Special Sessions international educational travel participants. These providers were in competition for 35% of the international travel market as this age group made up 35% of the travel market.

Of those educational travel programs catering to people aged 55 years and over, there was competition from 24% of the international travel market of Albertans within this age category. It is interesting to note that only 8% of this number was made up by individuals 65 years and over. In the Extension General courses, 58% of the participants, and the majority of Alumni Affairs participants were found in this group.

Among the international travellers from Alberta, there was no predominant difference in the female:male ratio as it was 48:52. However, this was not the case for educational travel courses with international destinations. For the Extension General and Special Sessions courses, the female:male ratio was 66:34 and 65:35 respectively.

In comparison to Alberta international travellers, the educational travel participants were not identical; both age and gender varied considerably.

6.5 Course Characteristics of Educational Travel

This section is divided into four parts: 1) overall analysis of the Extension General educational travel courses;

2) further analysis of the Extension General educational travel courses; 3) comparison of course characteristics; and, 4) categorization of these experiences through use of a theoretical concept developed by Cohen (1974).

6.5.1 Overall Analysis of Extension General Courses

An overall analysis on the following characteristics was conducted on the all Extension General educational travel courses: cost, tax deduction, length of stay, time of year of travel, and number of participants. A detailed description of these courses can be found in Appendix 4.

Table 6.3: Characteristics of Educational Travel Courses Offered By Extension General, 1984 to 1988

CHARACTERISTIC	AVERAGE
Average Cost	$1,946
Average Tax Deduction	44%
Average Length of Stay	13 days
Most Common Month	May, Apr, Aug
Average # of Participants	18
Total # of Participants	529

Table 6.3 illustrates the typical educational travel course. The average cost of the courses was $1,946 with 44% being tax deductible. The average length of the journey was 13 days with 18 participants in the course. The most common months for travelling, in rank order, were May, April and August.

6.5.2 Further Analysis of the Extension General Courses

Sifting through the detailed description of the Extension General educational travel courses, it was found that two clusters existed and could be identified by their destination, as follows: domestic travel courses (within Canada); and, international travel (outside Canada). The domestic travel courses consisted of: Bamfield Marine Station Field Trips, Queen Charlotte Islands Tours, and Vancouver Island Tours. The international travel courses consisted of: Art History Tours, Music Tours, and Historical/Cultural Tours. Table 6.4 summarizes the characteristics of these two groups.

Table 6.4: Characteristics of Educational Travel Courses By Destination Offered By Extension General, 1984 to 1988

CHARACTERISTIC	DESTINATION	
	Domestic (Includes Bamfield, Queen Charlotte and Vancouver Island Tours)	International (Includes Art History, Music and Historical/ Cultural Tours)
Av Cost	1126	2955
Av Tax Deduction	60%	41%
Av Length of Stay	8 days	18 days
Most Common Month	Apr, Aug, May	May, Oct, Dec
Av # of Participants	14	24
Total # of Participants	217	313

The domestic travel courses were 2.5 times less costly; however, the total price did not include travel to the destination or rendezvous site. The range in cost of the courses in this group was from $225 to $1,900. The tax

deduction ranged from 35% to 70%, and the average was 60%. The length of trip ranged from 4 to 12 days with the average being 8 days. The average number of participants in the domestic travel courses was 14, almost half that of the international travel courses; the range was 2 to 33. But one must take into consideration that the maximum number of participants on the Queen Charlotte Tours ranged from 10 to 12, thereby causing this average to be lower. All of the domestic travel courses took place within the six month period of April to September, with the most common months in rank order being April, August and May.

The time of year of the international travel courses was much more diverse, taking place throughout the year, with May, October and December, in rank order, being the most common months. The average number of participants in this group was 24, with the range being from 11 to 41. The length of trip ranged from 4 to 30 days, and the average was 18 days. The international travel courses for the most part received a smaller tax deduction (41%), than the domestic travel courses; the range was 16% to 64%. The range in cost for the international travel courses was from $898 to $4,750, and the average being $2,955.

Overall there were 217 participants in the domestic travel courses and 313 participants in the international travel courses.

6.5.3 Course Characteristics Comparison

Table 6.5 combines the domestic and international course data for the purposes of comparing Extension General, Alumni Affairs and Special Sessions trip characteristics. In additions to destination, the table also compares the three programs on the basis of cost, length of stay and time of year. To what extent do these educational travel characteristics resemble the characteristics of the typical Albertan touristic experience? In Appendix 1, it can be seen that the most popular domestic destination by Alberta travellers was British Columbia. This corresponds with the domestic travel courses conducted by Extension General. The majority of international travel (excluding the United States) made by Albertans was to Europe. This was also the case for Special Sessions and Alumni Affairs educational travel experiences. In contrast, only 2 of the 11 Extension General international travel courses were to Europe; the most common destinations were Central America and Asia, each being host to 4 courses.

The average spending of the residents of Alberta returning from countries other the the United States was $1,219, the length of trip was 25 days and the most popular time to travel was between July and September. Compared to the typical international trip made by Albertans in which the cost per day averaged $50, the cost and length of stay for international educational travel experiences varied considerably. The Extension General international travel

courses were 2.5 times more expensive and one week shorter; the average cost per day was $163. The average cost of the Special Sessions international courses was $1,600 and length of stay was 42 days. The Alumni Affairs educational travel experiences exceeded the average spending on an international trip by Albertans three-fold and was twelve days less in duration; the cost per day was $305.

Table 6.5: Comparison of Characteristics of Educational Travel Offered By Extension General, Special Sessions, and Alumni Affairs, 1984 to 1988

CHARACTERISTIC	PROVIDER		
	Extension General	Special Sessions	Alumni Affairs
Most Common Domestic Destination	B.C.	Quebec	none
Most Common International Destination	Asia/ Central America	Europe	Europe
Average Cost	$1946	$1000	$3964
Average Tax Deduction	44%	10%	0
Average Length of Stay	13 days	31 days	13 days
Most Common Month	May, Apr, Aug	July, June, May	Jun, Mar
Average # of Participants	18	16	14
Total # of Participants	529	584	274*

*missing data from 1984, but estimated as being same as 1985 figure

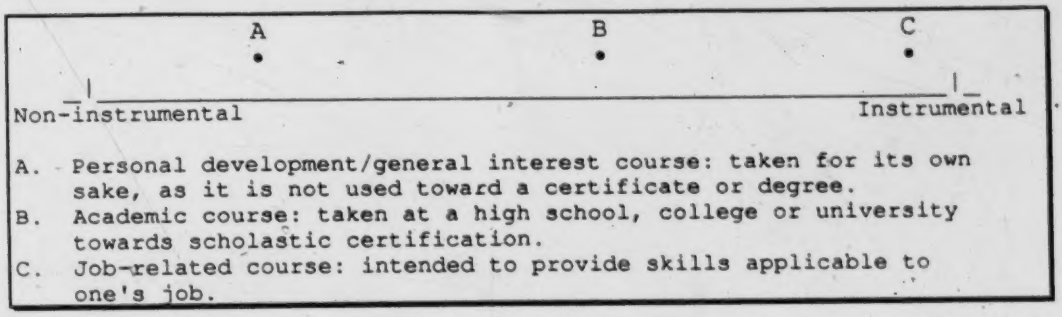
Overall, the Special Sessions international travel experiences were the least expensive and probably the most Spartan. The Extension General educational travel courses were more expensive than the typical international trip made by Albertans, but better value than the Alumni Affairs trips. By far, one would expect the Alumni Affairs trips to be the most luxurious as, in comparison, their cost was extremely high. The majority of educational travel experiences occurred between May and July.

6.5.4 A 'Branch' of Cohen's "Conceptual Tree"

As outlined in Chapter 2, Cohen (1974) attempted to define the 'tourist role' (see Figure 2.1). He wrote that the dimensions in his 'conceptual tree' could be used by researchers as a basis for further categorization of the tourist role. If one takes the dimension of 'purpose for travel', a 'branch' of his conceptual tree, a continuum can be devised to explain educational travel in greater detail (see Figure 6.5). It may also be used as a means of defining different types of educational travel experiences to be offered by a provider (see Figure 6.5).

The continuum in Figure 6.5 indicates that there are different types of educational travel, and they are determined by whether the purpose for travel tends to be non-instrumental or instrumental. This notion may be illustrated through describing three types of courses. Courses that are type "A" are intended to serve a person who is seeking a life-enriching opportunity. Courses that are type "B" are intended to accommodate an individual who is seeking to complete a degree program. Courses that are type "C", are intended to serve an individual who is seeking subject-matter that is of direct relevance to his/her current job.

Figure 6.5: A 'Conceptual Branch' of Cohen's 'Tree' For the Identification of Types of Educational Travel

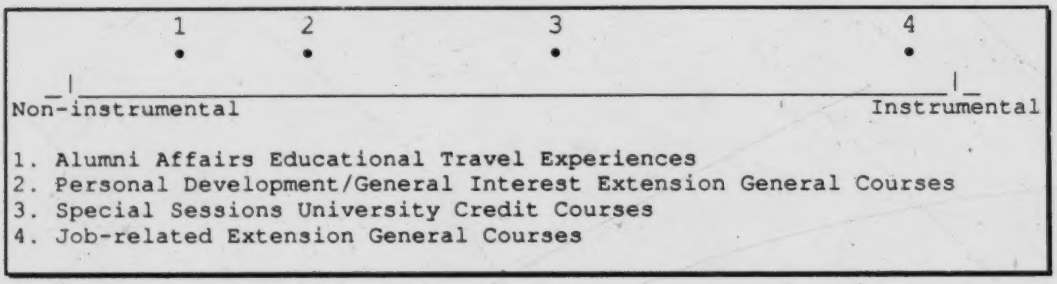


On the whole, the courses offered by the Faculty of Extension from 1984 to 1988 appear to be more non-instrumental or of a 'personal development/general interest' type (A). The exception to this can be found with some participants of the Bamfield Marine Station Field Trip, who are teachers of Biology and are sent by their school to investigate the facility; therefore for those participants, this course would be considered as being more instrumental or 'job-related' (C).

The educational travel experiences that have been analyzed in this section may be categorized by also placing them on the adaptation of Cohen's conceptual tree (see Figure 6.6). The Alumni Affairs educational travel experiences are considered to be the most non-instrumental and most like the fully-fledged tourist described by Cohen. Because of their close proximity, the Alumni Affairs experiences could be considered as being competition for the Personal Development/General Interest educational travel courses offered by Extension General. The Special Sessions credit

courses and the Job-related Extension General courses are found much further down the continuum and do not seem to be in competition with other educational travel courses related to purpose of travel.

Figure 6.6: Categorization of the Educational Travel Experiences offered by Extension General, Special Sessions and Alumni Affairs within the 'Conceptual Branch' of Cohen's 'Tree'



Providers of educational travel opportunities should consider using this continuum when developing a program. A complete educational travel program would cover the span from position 2 to position 4, as illustrated in Figure 6.6. The program would contain an appropriate balance of personal development/general interest courses, university credit courses and job-related courses.

6.6 Summary

The basic objective of the educational travel courses offered by Extension General was to provide an opportunity to experience something firsthand through top-quality instruction, thereby enhancing what had been learned in a

preceding course. From a provider's perspective, the stage of the educational travel experience which received the most attention and required the most organization was the third of on-site behavior. It is not surprising to find that the educational objective of each course focused on this stage.

An analysis of the questions on the evaluation forms of the educational travel courses dealing specifically with the educational component shows that their subject matter fell into three categories: 1) pre-tour information; 2) resource person; and, 3) educational value of the trip. Based on the literature discussed in Chapter 2, recommendations were suggested for modifying the written evaluations of the courses . As the process of evaluation is linked to the five-stage cycle of the educational travel experience, the recommendations also affect the other stages. Therefore, in order to improve the final stage of evaluation, changes must also be made to stages one through four.

An educational travel experience with an 'ideal format' was proposed as including the following: a) consisting of organized learning in all five stages of the educational travel experience in order to facilitate praxis; b) having a resource person of high quality in both knowledge base and skill as facilitator of learning; c) having a top quality administrator present during all stages of the educational travel experience; and, d) having the group, which consists of the participants, the resource person and the

administrator, travel together throughout the educational travel experience.

The overall description of the typical participant of Extension General educational travel courses, limited because of availability of information to gender and place of residence, was female and living in Greater Edmonton. Further description could be made on the 'international tours' or the educational travel experiences that were at least two weeks in duration and had destinations outside of Canada. The overall profile of a typical participant of an Extension General international tour was: female, older (between 55 and 69 years) living in Greater Edmonton, and either retired or employed in a professional or senior managerial occupation. Fifteen percent of all educational travel participants were multiple course participants or 'repeat users'. The overall profile of the typical 'repeat user' of Extension General international tours was: female, elderly (between 65 and 69 years), living in Greater Edmonton, and retired.

The characteristics of the participants in educational travel experiences offered by other providers to international destinations differed in some aspects. The female:male ratio in the Special Sessions courses was almost identical with the Extension General courses at 65:35. But, over half of the participants (56%) were within the 5-year age range of 20 to 25 years. Data collection concerning participant characteristics of Alumni Affairs travel

opportunities was limited. But, it was discovered that advertising of the upcoming tours involved the mailing of brochures to a target group of individuals who had graduated from the university 20 or more years ago. The current age of this target group is approximately 45 years and older. The majority of the Alumni Affairs participants were 60 years of age and retired; information on gender ratio was not available.

Of those educational travel programs catering to people aged 55 years and over, there was competition from 24% of the total number of international travel trips made by Albertans within this age category. It is interesting to note that only 8% were Albertans 65 years and over.

Among the international travellers from Alberta, there was no predominant difference in the female:male ratio as it was 48:52. However, this was not the case for educational travel courses with international destinations in which the female:male ratio was 66:34.

Compared to the typical international trip made by Albertans in which the cost per day averaged $50, the cost and length of stay for international educational travel experiences varied considerably. Overall, the Special Sessions international travel experiences were the least expensive. The Extension General educational travel courses were more expensive than the typical international trip made by Albertans, but better value than the Alumni Affairs trips. By far, the Alumni Affairs educational travel experiences

were the most costly. The majority of such experiences occurred between May and July.

Cohen's model was used to categorize the different types of educational travel experiences along a continuum derived from distinguishing the purpose for travel. The Alumni Affairs educational travel experiences were the most non-instrumental, followed by the general interest/personal development courses offered by the units in Extension General. At mid-point were the credit courses offered by Special Sessions. The most instrumental courses were job-related; this category encompassed only one type of course offered by Extension General. Based on this continuum, it could be said that there is considerable room in the Faculty of Extension to expand its offerings in different 'types' of educational travel courses.

Chapter 7

Summary and Recommendations

7.1 Introduction

The purpose of the study was to examine the phenomenon known as educational travel from the point of view of the Faculty of Extension at the University of Alberta. An investigation was conducted of related factors found in the external environment, and an analysis was completed of the content and context of the educational travel opportunities offered by the Extension General division of the Faculty of Extension. As education was the prime motivator for offering these courses, the analysis concentrated on the 'educational' component of the courses offered.

Using concepts from Feldman and Hornik's conceptual model, four major factors (identification, values, activities, resources) were identified to examine both the propensity to be involved in educational travel and the type of educational travel opportunity provided, as illustrated in Figure 1.1. These four factors were applied to both the current and potential participant of educational travel, and one current provider of educational travel.

This thesis was based on the following assumptions: that our society values learning; that people want to travel in their leisure time, if given the opportunity; that educational travel should be provided since it improves our present society; that providers of educational travel are

interested in accommodating the interests of the general public; and, that if an individual has participated in educational travel, then he/she has learned something.

In Chapter 2, the phenomenon of educational travel was defined based on a review of literature. In Chapter 3, the potential educational traveller was described. Chapter 4 focused on describing the current provider, the Faculty of Extension. In Chapter 5, the educational travel program at the Faculty of Extension was described, and in Chapter 6 this program was analyzed.

7.2 Educational Travel Defined

Educational travel was described from the perspective of tourism and based on the literature reviewed. Also known as study tours, learning vacations, and travel-study, educational travel is a form of 'partial tourism'. This form of tourism serves as a legitimizing mechanism for leisure away from home. It may also serve as a way of achieving status within certain cultural reference groups. It is a novelty-seeking experience which explores the aspects of unfamiliar cultures from the safety of Western-type amenities. Educational travel occurs most often in a group setting; this gives the individual members a sense of identity within an unfamiliar surrounding by providing both insulation and integration within the new environment.

There are five stages to the educational travel experience; anticipation and planning; travel to the

destination; on-site behavior; travel back; and, recollection and evaluation. Educational travel requires a 'teacher-tourist' relationship particularly during the third stage of the experience of on-site behavior. However, this 'teacher', referred to more commonly as resource person, guide, or expert, should be present during all of the five phases of the experience. The main role of the 'teacher' is to facilitate learning.

As it is an educational experience, such travel is clearly a variation of a certain type of organized purposive activity. The objective of educational travel is to attain some goal which is determined by the participant prior to leaving (during stage one), and can be identified upon completion of the trip (during stage five). The ultimate goal of educational travel is to bring greater fullness of being to the participants. The experience must be of high quality, with an appropriate group climate. Ideally, there is provision for 'praxis' (a continuous learning process of exploration, action, and reflection) throughout the stages of the educational travel experience. In the ultimate educational travel experience, the learner has acquired a frame of mind with which he/she can react critically.

Cohen (1974) devised a conceptual tree in an attempt to clarify the tourist role (see Figure 2.1). This concept was used to develop a continuum in order to place the different types of educational travel available at the University of Alberta into perspective. Based on this continuum, it could

be seen that at present, the educational travel courses offered by the Extension General division of the Faculty of Extension consist mainly of personal development/general interest opportunities. There is potential for further expansion along other points on the continuum.

7.3 Current Provider of Educational Travel Courses: Participant and Course Characteristics Summarized

Within the studied time period 1984 to 1988, the main purpose of the Faculty of Extension was to serve as a link between the University and the people of the province who require access to the information and expertise at the University. The mission statement is to "...extend opportunities to the people of Alberta to engage in lifelong learning, based on the needs of individuals and society and the resources of the University".

The Extension General educational travel courses fell into six groups: Art History Tours and Music Tours, offered by the Fine Arts Unit; Historical/Cultural Tours and Bamfield Marine Station Field Trips, offered by the Science and Technology Unit; and, Queen Charlotte Islands Tours and Vancouver Natural History Tours, offered by the Liberal Studies Unit.

The number of successful courses which took place increased from 3 in 1984 to 10 in 1988, and the participation rate per year increased from 72 in 1984 to 172 in 1988. There was a grand total of 29 courses offered within this

time period, with 529 participants. The characteristics of these courses did not correspond exactly with the average international trip made by Albertans or with the educational travel experiences offered by the Alumni Affairs or Special Session Offices.

Compared to the typical international trip made by Albertans in which the cost per day averaged $50, the cost and length of stay for international educational travel experiences varied considerably. Overall, the Special Sessions international travel experiences were the least expensive. The Extension General educational travel courses were more expensive than the typical international trip made by Albertans, but better value than the Alumni Affairs trips. By far, the Alumni Affairs travel experiences were the most costly.

On the whole, the Extension General educational travel courses were designed for a general audience. Relatively speaking, the educational travel program is small; between 1984 and 1988, course registrations for these courses made up 2% of the total number of registrations in the Fine Arts, Science and Technology, and Liberal Studies Units. The operation of these courses involved a relatively high number of human resources. The flat organizational structure of the Extension General programs did not facilitate for coordination between units regarding educational travel courses.

Generally speaking, it was concluded that the educational travel program at the Faculty of Extension is at an embryonic stage and that there is significant room for its expansion. Recommendations for how this expansion should occur are found in the sections to follow.

Two out of three educational travel participants (66%) in courses offered between 1984 and 1988 by the Faculty of Extension were female, and four out of five lived in Greater Edmonton. Fifteen percent were multiple course participants. The age range of the 'International Tours' was from 14 to 84 years, the mean 53 years and the median 57 years. Sixty percent of this group were employed and twenty-nine percent were retired. Twenty-seven percent of participants of the 'International Tours' possessed jobs that were professional or senior managerial and only 8% were homemakers.

The overall profile of the typical participant of International Tours was: female, older (55 to 69 years), living in Greater Edmonton, and either retired or employed in a professional or senior managerial position. Fifteen percent of the participants were multiple course participants. The profile of these 'repeat users' of International Tours was: female, elderly (65 to 69 years), living in Greater Edmonton, and retired.

Among the international travellers from Alberta, there was no predominant difference in the female:male ratio as it was 48:52. However, this was not the case for educational

travel courses with international destinations where the female:male ratio was 66:34.

There were some similar characteristics between the typical educational travel participant and the adult education participant. The adult learner was: female, young (about 26 years of age), urban, white-collar worker and well-educated. Participation rate in adult education courses increased with educational attainment and income. There was also a tendency for those individuals who engaged in educational courses to participate at a high rate in other leisure activities.

At the present time in Greater Edmonton the mean age is approximately 30 years with 36% of the total population between 25 and 44 years of age, and 24% being 45 years of age and over. With only a quarter of the population being over 44 years of age, the representation of this age group in International Tours at the Faculty of Extension is proportionally high; over half of the total educational travel population are 45 years and over.

7.4 Future of the Educational Travel Market

In Chapter 1 a framework was developed in which to examine the potential participants of educational travel. For the purposes of this case study, a potential participant, both present and future, was delimited by the following: at least 20 years of age, most likely lives in Greater Edmonton, values participating in education and travel during his/her

leisure time, possesses a desire to take an educational course, and has the financial means to do so.

The number of potential participants for educational travel in Greater Edmonton and Alberta, at the present time, is high. The residents are educated, have the financial means, like to take pleasure trips, and enjoy taking adult education courses. Alberta, with 10% of the national total population, exceeds Canadian averages in: percentage of person-trips taken annually; percentage of households with incomes of $40,000 or more; participation in adult education, regardless of age category; and, percentage of people with a university degree.

Residents of Alberta spend more time and money than the average Canadian while on a trip. The older the person, the more likely that he/she will travel; however, the participation rate in international travel by Albertans decreases for those over 64 years of age. One in four households in Greater Edmonton has an income of $50,000 or more with the majority of money-makers being male. One in eight adults in Greater Edmonton has a university degree.

Predictions are that in the next 40 years there will not be a significant growth in population in Canada; however, the make-up of the population will be different. In less than 20 years, the mean age of the population is predicted to increase from 30 to 41 years and the number of people who are 45 years of age and over will double. The majority of the current participants of educational travel at the Faculty of

Extension are 45 years of age and over (66%); therefore, the potential participants in this age category will increase two-fold in 30 years. The fact that our population is aging should be given serious consideration by any potential provider of educational travel.

Societal trends indicate a movement toward the seeking of self-actualization and an increase in development activities during leisure time. Some evidence was found of the move toward a 'blended' versus a 'linear' life plan, where periods of leisure, work and education are redistributed across the life span (Cross, 1981). Within the age distribution of the participants of International Tours, there were two distinct groups, 25 to 44 years and 55 to 64 years. The first group are a part of the baby boomer generation, and have probably adopted an alternative lifestyle which differs from the previous generation. The majority of people who are over 45 years of age are more likely to be following the traditional linear model, and wait until they have reached retirement before travelling. All of the participants of 'International Tours' who were within the 25 to 44 age group were employed outside of the home and only one participant was a homemaker. As lifestyles are becoming more diverse, people are becoming better educated and acquiring time for leisure. In the future, there will be an increased demand for educational travel opportunities.

Throughout its history, the university has changed in order to serve the needs brought about by the evolution of

society. It will be necessary in the near future for the universities to adapt to the most recent challenges of providing lifelong learning opportunities in a learning society. At present, the University of Alberta does not appear to have made sufficient provisions. It must try to evolve with the upcoming population where adult education will play an important role. The time has arrived for the Faculty of Extension to prepare for the anticipated growth in demand for educational travel opportunities for the challenging years ahead.

7.5 Recommendations for the Faculty of Extension Educational Travel Program

The first recommendation concerns the creation of continuity within and between the educational travel courses which are offered by the three different units. The five stages of the educational travel experience described in this thesis could be used as the criterion for creating such courses. It requires that more communication occur between the different educational travel programmers, or that an educational travel program coordinator be appointed. The following further recommendations relate to each of the five stages of the educational travel experience.

In stage one, the providers should be more explicit in informing the potential participants of the learning objectives of each course. The learning objectives should be more prominent in the advertising material and in the written

material provided to each participant. For each educational travel course, there should be some form of pre-trip study. Decisions must be made by the providers on how this pre-trip study is to be supplied to those who cannot attend in person. Perhaps, since this is as important an aspect as the actual travel, these individuals should not be permitted to register. Or maybe they should be provided with extra reading material. Consideration must be given to how this reading material is to be distributed, as its timing is very important; it must not arrive too late for the participant to properly prepare. The providers could also look into the possibility of having the pre-trip lectures audio or video recorded, then distributed to those who were unable to attend.

Related to this first stage, the providers should consider the possibility of devising a composite educational travel brochure for advertising purposes or at least a standardized format. They could also ensure that the three mailing lists of interested educational travel participants are shared on a regular basis and kept up-to-date. This may require some 'networking' of computer data. Rather than working as if they are in competition for these potential participants, they should work cooperatively in portraying an image that the educational travel program <u>is</u> one program and not three separate mini-programs.

As the majority of employed participants were either in the education field, health profession or retired,

consideration should be given to appropriate literature in which to place advertisements. In other words, it is necessary to determine which magazines the medical doctors, dentists, professors and teachers of Greater Edmonton are most likely to read. Thought must also be given to the work schedules of these professionals; the month in which the educational travel courses take place could greatly affect their potential to participate.

In stages two, four, and five more learning opportunities should be provided in order to facilitate 'praxis' throughout the educational travel experience. This could even be as simple as encouraging discussion among group members about the subject matter of the course. It is the resource person's responsibility to ensure that this occurs.

In stage three, participants should be made aware of the responsibilities of the resource person so that they may better evaluate this person in stage five. The resource person must be of high quality with respect to both knowledge of the subject matter, and skill as a facilitator of learning. Provision should be made for a comfortable group climate where mutual respect exists and where development of a critical mind set can occur. A capable administrator must be present during all stages of the travel experience, particularly during stage three. Attention to detail is imperative, and if the administrator is present, then this frees the resource person from these responsibilities thereby enhancing the learning experience. The group, consisting of

a resource person, an administrator and participants, should be together throughout the entire educational travel experience.

In stage five, the evaluation forms should be redesigned to assess more thoroughly the educational component, including the capabilities and affectiveness of the resource person. Questions should be asked about such aspects as: the learning activities meeting the needs of the participants; the relationship between the learner and the educator; and, the overall climate for learning, to name a few. Secondly, as recollection is also an importance component of this final stage, the providers should take the intiative in organizing a 'post-trip' get-together.

The second recommendation relates to the expansion of the educational travel program. The upcoming university continuing education segments according to Kulich (1987) are: 1) the mature non-employed adults seeking enrichment through study; 2) wage earners who are seeking to enhance their knowledge and skills in liberal arts; and, 3) professionals who are seeking to maintain and update their skills and knowledge. The branch developed from Cohen's conceptual model may be used as a basis for determining what types of educational travel experience should be provided. If the future adult education segments are to be as predicted by Kulich, then there should be provision of: 1) general interest/personal development educational travel courses for both non-employed and wage earners; and, 2) job-related

courses for professionals seeking to update their knowledge and skills. An example of the former would be to offer subsidized courses to non-employed individuals; and, an example of the latter would be to offer an architectural design course in England to professional architects.

The third recommendation concerns the future target group by age of educational travel courses. At present, the age range of current participants is 70 years, from 14 to 84 years. One can safely say that planning for such a diverse age group, spanning three generations, is extremely difficult. Therefore, it is necessary in the immediate future to decide on which age group the educational travel courses should accommodate. One recommendation is, for the next 15 years, to concentrate on their current market. This market consists of a large proportion being in their late 50s and 60s and a second smaller group of those who are currently 25 to 44 years of age. At present, 37% of the population in Greater Edmonton are 25 to 44 years, and the age group makes up 30% of the educational travel population at the Faculty of Extension. In the immediate future, it is not recommended that the educational travel experience cater to those aged 65 years and over, as this age group makes up only 8% of all international travel by Albertans.

In the long range, it is recommended that the target age group be raised gradually, so that by 2016 or 30 years from now, the new target group will be 45 years of age and over. Participants of future educational travel experiences are now

25 to 44 years of age, but they are not waiting for retirement to travel. It is very probable that individuals within this age category want to participate at present in educational travel and will also desire to do so when they reach retirement age. Within the existing format, there is competition from the Alumni Affairs travel program for affluent participants over 45 years of age. But, who is providing educational travel opportunities for those under 45 years?

The fourth recommendation concerns the price of the educational travel courses. The average spending by Albertans on overseas trips is $1200, which is $1000 less than the average cost of a Faculty of Extension educational travel course that had an international destination. The majority of the participants of all educational travel courses were female, yet only 9% of the total female work force in Edmonton earns $30,000 or more. Therefore, the number of potential female participants is probably very high, but at present, the cost of the courses is too high to be affordable.

There are other reasons why the Faculty of Extension should try to decrease cost. Expensive luxury holidays should be left to other providers of travel. The Faculty of Extension should be seeking ways of providing less expensive tours, for example by using bed and breakfast accommodation instead of large hotels. If the 'local' infrastructures were used, the experience could be more geared toward getting to

know the local people of the destination and of going beyond the 'luxury holiday' and into a real learning experience.

Richter (1989, p. 184) writes that family-owned small hotels, pensions, church dormitories, campgrounds, and bed and breakfasts are defined as 'alternative' tourism. This form of tourism is based on the assumption that people want to experience the destination rather than the conventional type of tourism in Europe and North America where the focus of the experience is on "the interior of their hotel or movie on the plane" (p. 184).

'Top quality' programming should not automatically be associated with 'five star accommodation'. What, then, symbolizes 'quality' of an educational travel experience? Is it necessary to associate accommodation that is fitting for upper class people on a holiday with an educational tour that has an educational objective of familiarizing their participants with the culture of the destination? There appears to be a paradox or a sending of mixed messages to potential participants; if they are truly 'educational' in the cultural sense, then there must be a greater emphasis on the educational component of interaction between host and guest. Is it appropriate to be learning about the culture of a nation which experiences shortages of water and power from the comforts of a Western-type hotel? Perhaps the learning objectives should be modified to suit the actual experience if local infrastructures are not used.

It is not necessary to be concerned with finding exotic destinations. British Airways Holidays have recently designed packages for older, more experienced travellers who are seeking lesser-known places to tour at previously visited destinations. The purpose of the packages is to show people who have already seen the major sites, places off the beaten track. The Faculty of Extension could do the same.

The fifth recommendation relates to the overall topic of educating the traveller. The University should be providing a proactive role in educating the people of Greater Edmonton on the importance of respecting the dignity of the culture being visited and to gain an understanding of the host society. Leirman (1987) writes that the future of adult education in the 1990s lies in the development of an ecological man-world education. The central goal of adult education should be to enable adults to get a better insight into their personal and societal situation and to provide these adults with skill to act upon that situation.

The greatest advantage that the Faculty of Extension has over other providers of travel is that its employees are experts in the facilitating of learning, therefore, they possess the capability of providing travel opportunities which are the most educational. Overall, the Faculty has been providing educational travel courses of high calibre and should continue to do so. The five major recommendations supplied above are intended to be used by the members of the Faculty of Extension should they decide to expand their

educational travel program; but, quantity should not be at the expense of quality.

7.6 Recommendations for the Tourism Industry

Within the Greater Edmonton area, there exists an untapped market segment who are ready to participate in educational travel opportunities. The market consists of individuals presently between 25 and 45 years of age, most likely female, who are employed in a professional or senior managerial position. Two types of educational travel courses could be provided: 1) general interest/personal development courses; and, 2) job-related courses. In order to appeal to this market, it will be necessary to lower the cost of these courses. The potential audience includes: 1) individual citizens; and, 2) businesses or cooperations who sponsor employee education.

In a more general sense, a growing segment of tourists desire learning opportunities during their leisure travel time. This implies, as Taylor (1988) has written, that in order to accommodate the needs of this group changes are necessary. Examples of such changes include the following:

1. Universities, community colleges, recreation departments, and clubs should consider offering more educational travel courses, targeted especially to a university-educated population. The possibility of receiving educational travel students should also be considered.

2. Travel books and pamphlets should be written for a well-educated audience in an informative and challenging style.
3. The caliber of guides, displays, etc., at the on-site location of the educational travel experience (stage 3) should be geared to the expectations of a discriminating and well-educated audience.

Added to this, Martin and Mason (1985) write that the future of the tourist product for all tourist segments requires the provision of more than a change of scenery or weather. Consequently, it will be necessary for providers to supply learning activities and experiences to a better educated, more demanding tourist.

7.7 Recommendations for Future Research

Further research could be conducted through use of the same framework outline in Chapter 1 (see Figure 1.1). Topics could include: 1) type of educational travel experience desired by potential participants; 2) a study of potential providers of educational travel; 3) case studies of other actual providers of educational travel; and, 4) further analysis of the actual participants of educational travel. This framework could also be used to conduct research on other tourism segments.

The research methodology could be adjusted to include a participant-observation of an actual educational travel experience. Topics could include: 1) an analysis of the facilitation of learning throughout the five stages of the

experience; 2) a comparison of international educational travel experiences to domestic educational travel experiences; 3) a comparison of other educational travel experiences with the Faculty of Extension educational travel experiences; and, 4) an analysis of the role of being a resource person.

The method of research used in this thesis for gathering data was descriptive in nature. This prevented addressing the 'why' question related to aspects of educational travel. Further research is required to add depth to this topic, to go beyond describing the consequenses of individual actions, by trying to explain the meanings that people give to their actions.

There were some interesting similarities between the educational travel opportunities provided at the Faculty of Extension and the travel opportunities supplied by the world's first travel agency. Swinglehurst (1982) writes that Cook's first international clientele were professional people, a class described by the writer as being somewhere above the tradesman, and among the non-workers most customers were female. These 'ladies' provided the mainstay of Cook's parties through the years.

Is it coincidence that the majority of present-day educational travel participants were also female? Will the mainstay of the educational travel courses in the coming years be an echo of the past, where the majority of

participants will remain female? Research could be conducted to try to answer these questions.

Swinglehurst also notes that one factor that helped Cook's business to thrive was the increasing desire among people for leisure and knowledge. Over a century later, futurologists and sociologists write of paradigm shifts where societal values are changing toward increased desire for self-actualization, including increased leisure and knowledge. One must wonder just how much 'newness' there is in human behavior related to travel and education. Whether new or history repeating itself, there is clearly a future for educational travel.

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Appendix 1: Characteristics of Canadian and Albertan Tourists

Characteristics of Canadian Tourists

In the past five years, despite the weak exchange rate of the Canadian dollar, favorable economic conditions within Canada resulted in record numbers of this country's citizens visiting foreign countries. There are more tourist dollars leaving Canada than there are being spent in this country, and as a result there is an international travel account deficit. Between 1983 and 1985, this travel account deficit increased to over $2 billion per year. In 1986 the deficit was lowered to $1.2 billion with the assistance of Expo '86 attracting visitors, but in 1987 the account deficit increased to $2.5 billion (Tourism Canada, 1988, p. 6).

Statistics Canada (1988A, p.47), reports that in 1986 Canadians made 88.4 million person-trips that were for at least 24 hours. This is an increase from the 1982 recession year total of 81.9 million. Statistics Canada records separate travel by Canadians into three categories: 1) domestic travel within Canada, 2) travel to the United States of America (U.S.A.), and 3) travel to countries other than the U.S.A. Since the origin of this record-keeping system, the United States has been the main international travel destination for Canadians.

The purpose of these trips can vary. By far, the most common reason for travel, as recorded by this government service, is for "other pleasure, recreation or holiday", and not for business, convention and employment, or to visit friends and relatives. Table 1 shows the percentage of person-trips in 1986 for "pleasure, recreation or holiday" purposes in relation and the average length of stay.

Table 1

Percentage of Person-trips by Canadians in which the Purpose was "other pleasure, recreation or holiday" and Average Length of Stay - 1986

Destination	Percentage	Average length of Stay
In Canada	39	3.8 days
To the U.S.A.	54	8.7 days
To other countries	53	16.9 days

Source: Statistics Canada (1988A)

Canadians, in 1987, made an all-time record 2.6 million visits to countries other than the U.S.A. (Statistics Canada, 1988B p. xxiii). It can be speculated that the changing structure of the Canadian airline industry through deregulation and an addition of direct links between popular destinations, may have encouraged this growth.

Table 2

Percentage of Person-trips of Canadians Returning from Countries other than the United States in 1987.

Month	Age					
	20-24 % Rank	25-34 % Rank	35-44 % Rank	45-54 % Rank	55-64 % Rank	65+ % Rank
Jan-March	7-3rd	21-2nd	20-1st	19-2nd	16-3rd	10-2nd
April-June	8-2nd	23-1st	19-3rd	16-4th	17-1st	12-1st
July-Sept	9-1st	19-4th	19-3rd	17-3rd	14-4th	9-4th
Oct-Dec	5-4th	21-2nd	20-1st	21-1st	17-1st	10-2nd
Total Adult p-trips=92%	av=7%	av=21%	av=20%	av=18%	av=16%	av=10%

Source: Statistics Canada (1988B)

Table 2 shows that international travel by Canadians varies among age groups. The 25 to 34 age group makes up 21% of the total person-trips, followed by the 35 to 44 age category at 20%. The smallest group of international travellers are the 20 to 24 age group at 7%, with the 65 years and over group being the next smallest group. For those 25 years and over, July to September was not a favorite time for international travel. Those 25 to 34 years preferred to travel between

April and June, while for those 35 to 44 years preference did not vary greatly in months travelled. The 45 to 64 age category travelled more in the winter months, and the 65 years and over group travelled most from April to June.

Changes in travel behavior noted by the researchers of Statistics Canada during the year of 1987 include the following:

1. Canadians are taking one and two week vacations more often. In 1987, for the first time, trips that lasted 3 weeks or more did not rank first, but tied with trips of two to three weeks, both with 31%. Thirty-three percent of all trips taken were of one to two week's duration.
2. Europe continues to be the most popular overseas destination for Canadians, though there has been a decline in recent years, particularly in the summer months, and a large increase in travel to destinations such as Asia and South America.
3. Latin America has become a popular winter vacation destination. The usually favorite Canadian sun destinations of the Bahamas, Bermuda and Puerto Rico have suffered setbacks.
4. Canadians are taking more pleasure, recreation or holiday trips outside Canada, representing 54% of all international travel in 1987. Twenty-five percent of the trips overseas were to visit friends and relatives, and 12% were for purposes related to business, conventions and employment.

Characteristics of Alberta Tourists

Alberta ranks third (with 13%) among the provinces in terms of the total number of Canadian person-trips taken in 1986, behind Ontario and Quebec. Of the 3,536,000 Albertan person-trips in that year (this does not include intraprovincial travel), 75% were interprovincial, 21% were to the U.S.A., and 4% were to other countries. Statistics gathered from 1979 to 1986 show that the province most travelled to by Albertans is British Columbia (Statistics Canada 1987 p. 68). In 1986, the year of Expo 86 in Vancouver, 62% of all interprovincial person-trips were to British Columbia.

What these Statistics Canada figures do not show is the percentage of Albertans that travel. The population of Alberta is approximately 2.4 million; as there were over 3.5 million person-trips made by Albertans, there are obviously repeat travellers, but the exact amount is unknown.

The trip characteristics of the residents of Alberta returning from to the U.S.A. in 1987 are summarized as follows:

1. Residents of Alberta made up 7% of all Canadian residents returning from the U.S.A.
2. The total number of person-trips was 872,000 with 48% of these lasting 2 to 6 nights.
3. Related to seasons, 23% travelled from January to March, 23% from April to June, 35% from July to September, and 19% from October to December.
4. There is no significantly prominent adult group within the 25 to 64 age range as illustrated by Table 3.

Table 3

Residents of Alberta and Canada Returning from the U.S.A. by Age Group-1987				
	Alberta		Canada	
Age Group	Percentage	Rank	Percentage	Rank
20-24	5	6th	6	6th
25-34	19	1st	18	2nd
35-44	19	2nd	19	1st
45-54	16	3rd	16	3rd
55-64	14	4th	15	4th
65-+	12	5th	11	5th

Source: Statistics Canada (1988B)

The trip characteristics of residents of Alberta returning from countries other than the United States in 1987 are summarized as follows:

1. Residents of Alberta make up 6% of all Canadian residents returning from overseas visits.
2. The total number of Albertan person-trips was 168,000 (an increase of 10,000 from 1986) with 47% of these for pleasure, recreation and holiday purposes.
3. Their average spending per trip was $1,219, greater than the Canadian average of $1,016.
4. The average length of trip was 25 days, above the Canadian average of 20 days.
5. Related to the area of destination, Albertans share with other Canadians in their first and seventh destination choice. However, there is variation in 2nd through 6th destination preference, as illustrated in Table 4.

Table 4

Residents of Alberta and Canada Returning from countries other than the U.S.A. by Destination-1987				
Destination	Alberta		Canada	
	% on 1 or > trips	Rank	% on 1 or > trips	Rank
Europe	47	1st	46	1st
Other Areas	24	2nd	16	3rd
Asia	11	3rd	6	5th
Bermuda/Caribbean	8	4th	20	2nd
Cruises	5	5th	4	6th
South America	3	6th	7	4th
Africa	1	7th	1	7th

Source: Statistics Canada (1988B)

6. Regarding Adult travel and age, the majority of the residents of Alberta who travel internationally tend to be younger than other international Canadian travellers (see Table 5).

Table 5

Residents of Alberta and Canada Returning from countries other than the U.S.A. by Age - 1987				
	Alberta		Canada	
Age Group	% on 1 or > trips	Rank	% on 1 or > trips	Rank
20-24 years	6	6th	7	6th
25-34 years	24	1st	21	1st
35-44 years	19	2nd	20	2nd
45-54 years	16	3rd	18	3rd
55-64 years	15	4th	16	4th
65 years & over	9	5th	10	5th

Source: Statistics Canada (1988B)

7. There is no predominant gender engaged in international travel (see Table 6).

Table 6

Residents of Alberta and Canada Returning from countries other than the U.S.A. by Gender - 1987			
		Alberta	Canada
Gender	Rank	% on 1 or > trips	% on 1 or > trips
Males	1st	52.5	50.3
Females	2nd	47.5	49.7

Source: Statistics Canada (1988B)

8. Albertans are less likely than other Canadians to take winter vacations. Though January to March is a popular time to travel,

the residents of Alberta prefer to make their journeys between July and September (see Table 7).

Table 7

Residents of Alberta and Canada Returning from countries other than the U.S.A. by Month - 1987

Month	Alberta % on 1 or > trips	Rank	Canada % on 1 or > trips	Rank
January to March	29	2nd	32	1st
April to June	22	3rd	22	3rd
July to September	30	1st	27	2nd
October to December	19	4th	19	4th

Source: Statistics Canada (1988B)

In summary, Albertans are avid travellers and their travel behavior does not correspond exactly to that of other Canadians. The residents of Alberta tend to spend more time and money while away, than other Canadians. The majority of interprovincial travel is to British Columbia. As with other Canadians, the country most visited is the U.S.A. The majority of trips are taken from July to September or from January to March. There is no predominant age group which travels to the U.S.A.; however, one out of four Alberta residents returning from countries other than the U.S.A. is between 25 and 34 years of age. Only one quarter of the international travellers (excluding U.S.A. as a destination) are 55 years of age and over.

Albertans take more trips to Asia than other Canadians, and less trips to Bermuda, the Caribbean or South America. There is more travel by residents of Alberta to 'other areas' than by other Canadians unfortunately this category is not well-identified by Statistics Canada. This miscellaneous group would probably include destinations such as Australia and other countries of Oceania. Like most Canadians, Europe is the most popular international destination, excluding the U.S.A.

Appendix 2: Details of Assessment of Educational Component Through Course Evaluations

Fine Arts Unit

Number of Types of Evaluations = 1

Format of Evaluation: a combination of a) 5-point rating scale (in which 1=very dissatisfied and 5=very satisfied) and b) a chance to give comments.

Total number of questions on the evaluation = 14

Total number of participants = 213

Total # of Returned Evaluations = 133 of a possible 199 evaluations or 67% (one set of evaluations not found or 14 possible responses)

Number of questions related specifically to the educational component = 2

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Rate your overall satisfaction with the pre-tour information sessions:

	1	2	3	4	5	[no response given]
Comments:						
Responses:	2	3	14	34	56	23
			[av = 4.3]			

Comments = 71

- -17 did not attend
- - 4 sorry I did not attend the associated short course, but found the orientation sessions informative
- - 1 it was catch as catch can for those of us unable to attend the full courses; I was too lazy to read any of the textbooks
- - 1 did not know about it

Praise = 26

- -16 very informative, enriching, helpful, interesting or enjoyable
- - 3 enjoyed the on-site experience more because the lectures helped explain the upcoming event
- - 2 all possible 'problems' were carefully outlined at the sessions; experience showed be be important and was most appreciated on trip itself
- - 2 appreciated information on travel tips
- - 1 good to meet the staff and group members before the trip
- - 1 felt resource person prepared us well for our upcoming destination
- - 1 I have taken other courses on the subject matter, and found this one more interesting and enjoyable

Suggestions for Improvement = 22

- 4 would have preferred less time spent on art aspect; and more spent on general information on the culture in general (history/ myths) and on each major place to be visited
- 3 as I could not attend the pre-tour lecture (not from Edmonton) I found that the reading list came too late to be of maximum use
- 3 some of the dangers and hardships seemed a bit overstated
- 2 felt that only one pre-tour lecture was associated with the theme of the course and the remainder was "padding" of a speculative not factual nature
- 2 would have preferred more lectures on the history of the destination
- 2 the second orientation session in Edmonton should not have been cancelled
- 1 don't think we should have paid for the pre-tour lectures as the resource person repeated a lot of same information in the orientation session; one did not need to attend both types
- 1 information session should include an introduction of tour participants
- 1 would have preferred more information on what to do at the destination and less 'stories'
- 1 we were given a lot of information which turned out be be useless and/or incorrect
- 1 audio presentation was too loud
- 1 too many slides

•Rate your overall satisfaction with resource person:

	1	2	3	4	5	[no response given]
Comments:						
Responses:	4	3	12	28	85	3

[av = 4.4]

Comments = 45

Praise = 35

- 17 helpful, cheerful, friendly, enthusiastic, thoughtful, good-natured, considerate
- 5 very organized, well-prepared, diplomatic
- 5 very knowledgeable in subject matter
- 4 accessible at any time
- 1 I appreciated the general sense of humor that prevailed
- 1 wonderful in concern for our safety
- 1 appreciated for constantly being reminded to be careful with the local water and safety of money
- 1 appreciated his/her knowledge of local foods and customs

Suggestions for Improvement = 15

- 5 expected a more scholarly resource person on a University Tour; disappointed with his/her knowledge
- 4 resource person is good in his/her specialty but tends to be restricted to it; sometimes there was an excessive attention to details without a general overview.
- 1 resource person should know the local language
- 1 could have taken more responsibility at times - a little green perhaps
- 1 would have been helpful in understanding each site if resource person gave a 5 to 10 minute talk just prior to

arriving, emphasizing some of the more academic aspects of the culture
- 1 could have supplemented the commentary from the local guides with more specific comments afterwards
- 1 at times overly concerned with personal explorations
- 1 not very open-minded; would have appreciated a resource person more willing to do what the majority of the people wanted to do

Science and Technology Unit

Number of Types of Evaluations = 7

Total number of participants = 204

Total # of Returned Evaluations = 103 of a possible 187 evaluations or 55% (one set of evaluations not found or 17 possible responses).

Type #1

Format of evaluation: a combination of a) 5-point rating scale (very much, much, some, little, very little) and b) a chance to give comments.

Total number of questions on the evaluation = 5

Number of questions related specifically to the educational component = 3

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Did you find the orientation sessions beneficial?

	very little	little	some	much	very much	[no response given]
Responses:	0	0	1	0	4	1

•How could they be improved?

Responses:
- -2 extremely informative, just fine
- -1 regretted not being able to attend
- -1 did not attend
- -1 would have preferred fewer slides and more content on history, mythology, excavations, etc.
- -1 6 instead of 4 meetings with one at the beginning 6 weeks prior to departure to discuss reading list
- -1 make chalkboard information at sessions available in written form to those who could not attend

•Did you find that the presence of a U of A academic guide on the trip enriched your experience? We are evaluating the role and cost/benefits of academic guides on trips. Based upon your experience on the trip, please indicate the

strengths, the weaknesses, and areas needing improvement (short-answer).

Responses:

THE STRENGTHS

-2 academic guides are invaluable, adding enrichment to tour

-1 could be approached at any time to answer questions

-1 the resource person provided a much superior presentation in comparison to the local guides

-1 the resource person's previous knowledge and experience in travel to the destination enhanced the tour in the deepest sense to have a truly knowledgeable person there; otherwise one might be just as well go off with a commercial group

THE WEAKNESSES

-3 the local guides took up too much time, cutting off the resource person, who I really wanted to hear

-1 the group was too large, therefore, at times it was difficult to hear

AREAS OF IMPROVEMENT

-2 counterbalance the necessity to have local guideswith frequent 'before-and-after sessions' with the academic guide.

-1 have some late afternoon or evening meetings toreinforce and remind us also of the things discussed during the orientation sessions

-1 more "Are there any questions?"

Type #2

Format of Evaluation: short answer.

Total number of questions on the evaluation = 5

Number of questions related specifically to the educational component = 2

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Did you find the orientation sessions and the material which was provided helpful? What was most useful to you?

[A leading question which needed to be reworded].

Responses:

-10 yes

- 2 was not able to attend

- 3 the audio tape was most helpful

Most Useful:

- 7 reading list (one person added that the list was good, but certain books were never available)

- 7 travel tips and practical suggestions for preparation and what to expect

- 5 knowledge and experience of resource person on historical and cultural aspects of the destination

- 1 learned vocabulary

- 1 opportunity to meet fellow group members

- 1 integrating the reading material with the lectures

•As an educational experience, how did this trip rate?
Responses:

- 5 excellent
- 4 very good
- 2 right at the top; shall never forget it
- 2 sensational, but would have liked more discussion sessions from resource person and less with lower-school teaching with from local guides
- 1 excellent, but I was expecting an more receptive attitude from the resource person in answering questions while at the destination
- 1 excellent, but I wish the resource person would have been more outgoing in giving the occasional lecture or discussion while we went through the museums; only those lucky enough to be close to he/she while at the museum were able to benefit
- 1 very good, but I had hoped for talks en-route from the resource person

Type #3

Format of Evaluation: short answer.

Total number of questions on the evaluation = 12

Number of questions related specifically to the educational component = 4

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Did you find the Tour Outline, Tour Brochure and Tour Information material of assistance in preparing for the Tour? Did you find the additional material about insurance, health matters, and the destination to be helpful?

[A leading question with too many questions packed into one area to respond adequately; needs rewording].
Responses:

- 4 Yes

•Did the orientation sessions assist in your preparation for and enjoyment of the tour?

[A leading question, which needs rewording].
Responses:

-4 Yes

•Were you able to use items listed on the Bibliography? Were those you wanted available to you?

[Two questions in one, resulting in uncertainty as to the exact answer; needs rewording].
Responses:

-1 Yes
-2 No

-1 Sometimes

•In what way did this Educational Tour contribute to your understanding and appreciation in the countries visited? Do you feel that the experience is of significance to you, or others?

[Two leading questions; they need to be separated and reworded]

Responses:

-1 better outlook on people (how they live and work)
-1 helped me put my own life and environment in perspective
-1 I saw how people do most with least; I'm just beginning to understand the religion of this country
-1 an eye-opener to the black market

Type #4

Format of Evaluation: a combination of a) 5-point rating scale (in which 1=poor and 5=good) and b) a chance to give comments.

Total number of questions on the evaluation = 6

Number of questions related specifically to the educational component = 2

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Educational Value: Responses:

	1	2	3	4	5	[no response given]
Geography	0	1	1	0	15 [av = 4.7]	4
People	0	0	2	1	15 [av = 4.7]	3
Culture	0	1	0	2	14 [av = 4.7]	4
Art	0	0	1	0	15 [av = 4.9]	5
History	0	0	0	4	15 [av = 4.8]	3
Science	5	0	3	1	4 [av = 2.9]	8

Comments:

[The design of the evaluation was such that the respondents were left a blank space after each of these words. The instruction as to what to fill into this blank space was written only at the beginning of the evaluation. Therefore, the some respondents were confused as to how to answer this question].

Responses to 'Comments':

-4 excellent, but would have enjoyed a visit to the museum or art gallery instead of so many temples; would have been better if there was a more balanced program
-2 because it was at the grass-roots level, I received a better understanding of the people and their values
-1 we are richer in terms of understanding, knowledge and respect for other religions
-1 would have preferred more opportunity for questions while en route

-1 have a better understanding of the third world
-1 most exciting and adventurous trip I have ever been on
-1 thought I knew what to expect, but learned differently
-1 very educational; I was satisfied

•Leadership:

	1	2	3	4	5	[no response given]
Responses:	0	1	1	5	10	2
Comments:				[av = 4.4]		

[The same problem with design, as above, applies here; also, there is no question regarding the quality of <u>instruction</u>, only the quality of <u>leadership</u>].

Responses to 'Comments' :

-8 we felt abandoned as resource person did not return with us to Canada; his experience was required throughout the entire trip; that's one of the reasons for taking such a tour, to have a tour leader in charge from beginning to end; the group paid for professional accompaniment throughout the entire journey and did not get it
-4 excellent leadership
-2 knew what to do in an emergency, patient, resourceful
-1 worked hard; knows the countryside
-1 not sufficient technical information given
-1 the group spirit was not cultivated

<u>Type #5</u>

Format of Evaluation: a combination of a) multiple choice and b) a chance to give comments.

Total number of questions on the evaluation = 7

Number of questions related specifically to the educational component = 1

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•This is billed as an "Educational" trip. Did you learn anything?

	Yes	No	'Dunno'
Responses:	29	0	0

<u>Type #6</u>

Format of Evaluation: short answer.

Total number of questions on the evaluation = 7

Number of questions related specifically to the educational component = 1

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•Did you learn anything?

Responses:	Yes	No
	30	0

Type #7

Format of Evaluation: short answer.

Total number of questions on the evaluation = 7

Number of questions related specifically to the educational component = 0

Liberal Studies Unit

Number of Types of Evaluations = 1

Format of Evaluation: a combination of a) 4-point rating scale (excellent, good, fair, poor), b) short answer, and c) multiple choice.

Total number of questions on the evaluation = 8

Total number of participants = 112

Total # of Returned Evaluations = 45 of a possible 62 evaluations or 73% (six sets of evaluations not found or 50 possible responses)

Number of questions related specifically to the educational component = 2

THE QUESTIONS AND THE RESPONSES TO THE QUESTIONS:

•How would you rate the educational component?

	1 poor	2 fair	3 good	4 excellent		[no response given]
Responses	0	1	8	36	[av = 3.8]	0

How would you rate the resource person?

	1 poor	2 fair	3 good	4 excellent		[no response given]
Responses	0	1	6	3	[av = 3.9]	0

Appendix 3: Gender and Place of Residence of All Participants of the Educational Travel Courses offered by the Faculty of Extension, 1984 to 1988

Course	Gender		Place of Residence			
	Female	Male	Greater Edmonton	Outside G Edm	Other Prov in Canada	Other Countries
Fine Arts						
Art History Tours	100	56	134	19	2	1
1984 - Yucatan	24	12	31	4	0	0
1985 - Yucatan	9	10	19	0	0	0
1985 - Yucatan	9	5	13	1	0	0
1986 - Peru	14	7	16	4	0	1
1987 - Greece	21	13	30	3	1	0
1988 - Guatemala	24	9	25	7	1	
Music Tours	40	17	54	1	2	0
1988 - Santa Fe	12	4	15	1	0	0
1988 - San Francisco	28	13	39	0	2	0
Science and Technology						
Historical/Cultural	69	30	85	7	6	1
1984 - Greece-Egypt	19	7	23	3	1	0
1986 - China	25	8	25	3	5	0
1987 - Thailand-Burma	7	4	11	0	0	0
1987 - Nepal-Tibet	8	3	9	1	0	1
1988 - India	10	8	17	1	0	0
Bamfield Marine Station	71	34	88	13	4	0
1985	20	9	29	0	0	0
1986	10	7	9	8	0	0
1987	17	9	22	1	3	0
1988	24	9	28	4	1	0
Liberal Studies						
Queen Charlotte Islands	44	29	43	5	20	5
1984	?	?	?	?	?	?
1985	7	5	8	2	2	0
1985	7	5	7	0	5	0
1986	5	4	3	0	6	0
1986	7	5	8	2	0	0
1987	7	3	8	0	2	0
1987	?	?	?	?	?	?
1988	5	5	6	1	1	2
1988	5	5	6	1	1	2
Vancouver Island Tours	12	6	15	1	2	0
1988	1	1	1	2	0	0
1988	1	2	3	0	0	0
1988	10	3	10	1	2	0
Total	336	172	419	46	36	7

Appendix 4: Course Characteristics In Detail

Cost, Place From Which Tour Began/Ended, Tax Deductible Fee and % of Fee Tax Deductible for the Educational Travel Courses Offered by the Units of Fine Arts, Science and Technology and Liberal Studies, Faculty of Extension, University of Alberta, 1984 to 1988

Course	Cost	To/From	Tax Deduction	% of Total
Fine Arts				
Art History Tours				
1984 - Yucatan	1,695	Edm/Edm	931	55%
1985 - Yucatan	1,795	Edm/Edm	745	42%
1985 - Yucatan	2,089	Edm/Edm	880	42%
1986 - Peru	2,900	Edm/Edm	1,100	38%
1987 - Greece	2,674	Edm/Edm	1,000	38%
1988 - Guatemala	2,275	Edm/Edm	600	26%
Music Tours				
1988 - Santa Fe	1,575	Edm/Edm	600	38%
1988 - San Francisco	898	Edm/Edm	380	42%
Science and Technology				
Historical/Cultural				
1984 - Greece-Egypt	4,159	Edm/Edm	700	17%
1986 - China	4,700	Edm/Edm	1,916	41%
1987 - Thailand-Burma	4,250	Edm/Edm	1,945	46%
1987 - Nepal-Tibet	4,650	Edm/Edm	2,185	47%
1988 - India	4,750	Edm/Edm	3,050	64%
Bamfield Marine Station Field Trips				
1985	225	Vic/Vic	80	36%
1986	230	Vic/Vic	80	35%
1987	265	Vic/Vic	184	70%
1988	295	Vic/Vic	123	42%
Liberal Studies				
Queen Charlotte Islands Tours				
1984	1,390	Sand/Sand	?	?
1985	1,550	Sand/Sand	?	?
1985	1,550	Sand/Sand	?	?
1986	1,650	Sand/Sand	750	45%
1986	1,650	Sand/Sand	750	45%
1987	1,800	Sand/Sand	800	44%
1987	1,800	Sand/Sand	800	44%
1988	1,900	Sand/Sand	1000	53%
1988	1,900	Sand/Sand	1000	53%
Vancouver Island Tours				
1988	645	Nan/Nan	300	46%
1988	575	Vic/Vic	200	38%
1988	595	Pt H/Pt H	300	47%

** Edm=Edmonton, Vic=Victoria, Sand=Sandspit, Nan=Nanaimo, Pt H=Port Hardy

Number of Participants, Length of Trip and Month of Trip for the Educational Travel Courses Offered by the Units of Fine Arts, Science and Technology and Liberal Studies, Faculty of Extension, University of Alberta, 1984 to 1988

Course	Number of Participants	Length of trip	Month of Trip JaFeMrApMyJnJlAuSeOcNoDe XX=month most of tour was in
Fine Arts			
Art History Tours			
1984 - Yucatan	35	14 days	No
1985 - Yucatan	19	14 days	Jl
1985 - Yucatan	14	14 days	Ja De
1986 - Peru	21	14 days	Ap
1987 - Greece	34	18 days	MyJn
1988 - Guatemala	33	17 days	JaFe
Music Tours			
1988 - Santa Fe	16	8 days	JlAu
1988 - San Francisco	41	4 days	De
Science and Technology			
Historical/Cultural			
1984 - Greece-Egypt	26	23 days	My
1986 - China	33	23 days	MyJn
1987 - Thailand-Burma	11	25 days	FeMr
1987 - Nepal-Tibet	11	27 days	SeOc
1988 - India	18	30 days	OcNo
Bamfield Marine Station Field Trips			
1985	29	4 days	Ap
1986	17	4 days	Ap
1987	33	4 days	Ap
1988	26	4 days	Ap
Liberal Studies			
Queen Charlotte Islands Tours			
1984	11	10 days	Au
1985	12	11 days	JlAu
1985	12	12 days	Au
1986	9	11 days	My
1986	10	10 days	AuSe
1987	10	12 days	MyJn
1987	10	12 days	Au
1988	10	12 days	My
1988	10	12 days	JlAu
Vancouver Island Tours			
1988	2	6 days	Ap
1988	3	6 days	My
1988	13	5 days	Se